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ABSTRACT

This workbook, one of six professional development manuals prepared by experienced Adult High School (AHS) instructors, is designed to assist the instructor setting up and operating a General Education Development (GED) classroom. A pretest and posttest appear first. Each of the seven units begins with a list of objectives and then provides instructional material. Unit 1 provides information on the background, curriculum, classroom exams, grading system, course prerequisites, half-credit courses, and diploma requirements for AHS. Unit 2 examines the need for classroom consistency, ways to inspire students to succeed, how to help students make the transition from public high school to AHS, and how to meet the challenges of course content and accountability requirements. Unit 3 explores the need for adequate record keeping and the importance of conveying to the students what is expected of them and what it means to teach in a self-paced program. Unit 4 identifies the skill areas on the High School Competency Test (HSCT) and Florida Comprehensive Assessment Test (FCAT), suggests supplemental HSCT teaching resources, test timelines, and suggestions for student preparation. Appendixes include sample educational resources for the AHS classroom, pretest and posttest answer keys, instructor self evaluation, and student evaluation. (YLB)

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**Quality Professional
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**Basics For Successful AHS
Instruction:
Working With Adult Learners**

PROFESSIONAL DEVELOPMENT MANUAL VI

1998

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I would like to express my appreciation to the following people who helped to develop and produce the professional development training manual:

Basics for Successful AHS Instruction: Working with Adults

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1998**

FOREWORD

The instructor in an Adult High School (AHS) classroom will encounter many challenges. This workbook and its accompanying video tape and audio cassette were developed by experienced AHS instructors to assist you in meeting those challenges. This is why we have entitled it *Basics For Successful AHS Instruction: Working With Adult Learners*.

Unit I: Adult High School Program Overview

Adult High School Program Overview provides information on the background, curriculum, classroom exams, grading system, course prerequisites, half-credit courses, and diploma requirements for AHS.

Unit II: Student Success: Preparing to Meet the Challenges

Student Success: Preparing to Meet the Challenges examines the need for classroom consistency, ways to inspire students to succeed, how to help students make the transition from public high school to Adult High School, and how to meet the challenges of course content and accountability requirements.

Unit III: Records and Classroom Expectations

Records and Classroom Expectations explores the need for adequate record keeping and the importance of conveying to the students what is expected of them, and what it means to teach in a self-paced program.

Unit IV: Preparing Your Students for the HSCT and FCAT Tests.

Preparing Your Students for the HSCT and FCAT Tests identifies the skill areas on the test, suggests supplemental HSCT teaching resources, test time lines and suggestions for student preparation.

In conclusion, we hope this manual will help you in your professional endeavors. As you are aware, the students entering your classroom have taken a huge step to finish their secondary education. With your support and direction, they will achieve their goal to be successful.

Quality Professional
Development Project
QPD

**BASICS FOR SUCCESSFUL AHS INSTRUCTION:
WORKING WITH ADULT LEARNERS**

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QUALITY PROFESSIONAL DEVELOPMENT

BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS

PRE-TEST

Name: _____

Date: _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. The adult high school (AHS) program provides the opportunity to receive a high school diploma to students who are:
 - a. 15 years of age or older.
 - b. 16 years of age or older.
 - c. 17 years of age or older.
 - d. all of the above

2. The AHS program:
 - a. allows students to progress and earn credits within their own time frame.
 - b. requires 24 credits to graduate.
 - c. will transfer previously earned credits.
 - d. all of the above

3. The AHS grading system assigns:
 - a. letter grades.
 - b. pass or fail.
 - c. points.
 - d. "a" and "c"

4. A new AHS instructor should always be provided with:
 - a. a copy of the curriculum frameworks/performance standards for each course.
 - b. volunteer tutors to assist in the classroom.
 - c. a revised syllabus for each course s/he will be teaching.
 - d. "a" and "c"

5. A primary responsibility of all AHS instructors is:
 - a. student registration •
 - b. creating policies and procedures •
 - c. records accountability.
 - d. all of the above

6. A characteristic of adult high school classes is:
 - a. students may register throughout most of the term.
 - b. students are treated as adults.
 - c. some students may have already completed high school.
 - d. all of the above

7. It is important that AHS instructors:
 - a. show respect for their students.
 - b. keep careful records of prep time.
 - c. use the same testing methods and tools for all students.
 - d. become involved in their students' personal lives.

8. Consistency is important in the classroom because:
 - a. many AHS students lack this skill and need to learn it.
 - b. there may be a lack of consistency in many AHS students' home lives.
 - c. the AHS classroom is so different from what most students are used to that they need the order that consistency provides.
 - d. all of the above

9. What documents should an instructor request from a new student?
 - a. driver's license
 - b. registration slip
 - c. social security card
 - d. both a & b

10. Instructors are required to review educational transcripts for all new students.
 - a. true
 - b. false

17. What is the time-limit for the HSCT?
 - a. 3 hours
 - b. 5 hours
 - c. no time limit

18. Which of the following teaching materials may be available from Adult High School program directors?
 - a. teacher edition of textbooks
 - b. pre- and posttests
 - c. complete curriculum guides
 - d. course syllabi
 - e. none of the above
 - f. all of the above

19. Which of the following is not a component of a self-paced laboratory program?
 - a. lab check sheets
 - b. pre- and posttests
 - c. written instructions for laboratory exercises
 - d. physical laboratory space

20. Students in a self-paced adult high school program can never test out of a course or parts of a course.
 - a. true
 - b. false

11. Course requirements should be given to each new student in writing:

- a. during orientation.
- b. the first day of class.
- c. during registration.
- d. never.

12. Instructors should keep attendance records.

- a. true
- b. false

13. AHS students are required to have a GPA of _____ to graduate.

- a. 1.5
- b. 2.0
- c. 2.5
- d. 3.0

14. What does HSCT stand for?

- a. Home School Competency Test
- b. High School Competency Test
- c. High School Certification Test

15. How many times a year is the HSCT given?

- a. 1
- b. 2
- c. 4

16. How many times may a student take the HSCT?

- a. Unlimited
- b. 3
- c. 5

5. Accurate record keeping by each instructor is most important to ensure that:
 - a. students know how many credits they need to graduate.
 - b. the institution is able to meet State accountability requirements.
 - c. the instructor gets a good evaluation from his/her coordinator.
 - d. the instructor can compare his/her performance to that of other instructors.
6. One big difference between public high school and adult high school is:
 - a. they have different course completion requirements.
 - b. they have different standards for student behavior.
 - c. one is lecture-based and the other is self-paced.
 - d. one gives a high school diploma and the other gives a general education diploma.
7. An AHS instructor should try to find out about student needs and goals so that:
 - a. s/he can use this information to promote student success.
 - b. s/he can determine whether a referral to an assessment specialist, advisor, or other support service provider is warranted.
 - c. s/he can develop alternative learning methods/materials when needed.
 - d. all of the above.
8. Since the adult high school provides a very different learning environment from the public high school, teachers should ensure that the following is/are maintained in their classrooms:
 - a. consistency
 - b. computers
 - c. group activities
 - d. audio-visual aides
9. What is the minimum score required to pass a test?
 - a. 65
 - b. 70
 - c. 75
 - d. 80

QUALITY PROFESSIONAL DEVELOPMENT

BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS

POST-TEST

Name: _____ **Date:** _____

CIRCLE THE CORRECT ANSWER FOR EACH QUESTION:

1. All AHS students must pass the:
 - a. Florida Adult High School Proficiency Test.
 - b. Florida High School Competency Test.
 - c. High School Diploma Assessment Scale.
 - d. none of the above

2. The AHS science requirements are:
 - a. two lab courses.
 - b. one non-lab course.
 - c. "a" and "b".
 - d. three lab courses.

3. A half-credit course allows a student to:
 - a. successfully complete either the first or second half of a course even if s/he fails the other half.
 - b. to transfer half of a full credit course and complete the other half of the course at another school.
 - c. none of the above
 - d. all of the above

4. A new AHS instructor should:
 - a. be familiar with all course materials.
 - b. develop new syllabi.
 - c. learn the institution's policies and procedures.
 - d. all of the above

16. When is the HSCT given?
 - a. October and March
 - b. October, January, March and July
 - c. October, March and July

17. What workshop must be given prior to each HSCT testing session?
 - a. calculator skills
 - b. reading skills

18. Which of the following teaching materials may be available from Adult High School program directors?
 - a. teacher editions of textbooks
 - b. pre- and posttests
 - c. complete curriculum guides
 - d. course syllabi
 - e. none of the above
 - f. all of the above

19. Which of the following is not a component of a self-paced laboratory program?
 - a. lab check sheets
 - b. pre- and posttests
 - c. written instructions for laboratory exercises
 - d. physical laboratory space

20. Students in a self-paced adult high school program can never test out of a course or parts of a course.
 - a. true
 - b. false

10. Students are required to show their registration slips to instructors on their first day of class.
 - a. true
 - b. false
11. Course outlines should be given to students on their first day of class.
 - a. true
 - b. false
12. What happens with a student who completes the course requirements before to the end of a term?
 - a. The student remains in the course until the end of the term.
 - b. The student no longer has to attend the course.
 - c. An early completion grade may be awarded.
 - d. both b&c
13. Instructors are not required to keep progress records on students.
 - a. true
 - b. false
14. What academic subjects are covered on the HSCT?
 - a. social studies, science, English and mathematics
 - b. science, mathematics and English
 - c. communications and mathematics
15. Where can supplemental resources be obtained to assist you in teaching the HSCT skills?
 - a. learning resource center/library
 - b. Florida Department of Education
 - c. program administrator
 - d. all of the above

- ★ AHS is free for students who do not have a high school diploma.
- ★ Some AHS programs include a dual-enrollment program.

NOTE: Florida legislation to raise high school academic standards statewide, signed by Governor Chiles on April 3, 1997, requires a 2.0 grade point average (GPA) to graduate instead of a 1.5 GPA. This legislation also mandates at least one credit in algebra as part of the AHS mathematics requirements.

ADULT HIGH SCHOOL PROGRAM OVERVIEW

BACKGROUND

The adult high school (AHS) program provides the opportunity for adults 16 years of age or older, who have withdrawn from public or private high school (status A students), to earn sufficient credits to receive a high school diploma. This program also enables students still enrolled in high school (status B students) to earn credits to transfer back to their current high school. Students who have already graduated from high school (status C students) may also do review work in a specific subject area to prepare for college admissions or for other reasons. Tuition fees are waived for students who do not have a high school diploma. However, textbooks are usually purchased by the students. Your coordinator will provide you with the performance standards and curriculum for each course you are assigned to teach.

Adult High School students make progress toward the attainment of high school credits at their own pace. The Florida Department of Education has established that adults can progress and earn credit(s) within their own time frame. Therefore, adults may complete credit requirements as rapidly as they are able to prove their mastery of skills.

The AHS differs from the GED program in the following ways:

- The AHS diploma is a credit diploma; each credit is earned individually.
- Credits earned at the former school may be transferred into this program.
- The State of Florida requires a minimum of 24 credits to graduate.

UNIT I: ADULT HIGH SCHOOL PROGRAM OVERVIEW

THE LEARNER WILL BE ABLE TO:

- ✓ Identify the AHS diploma requirements.
- ✓ Define a status A, B, and C student.
- ✓ Understand that the AHS curriculum is based on state-mandated intended outcomes that form the curriculum framework.
- ✓ Explain the AHS grading system.

WHAT IS AN ADULT HIGH SCHOOL DIPLOMA?

- ★ The Adult High School (AHS) Diploma is a credit diploma.
- ★ The student must be 18 in order to enroll in the AHS program. If a student is 16 or 17, he may enroll with a waiver letter from the superintendent/school board of the county in which he currently resides. A student may enroll without the waiver letter if he has not been enrolled in school for six months or longer.
- ★ State of Florida requires a minimum of 24 credits to graduate.
- ★ Student must have at least a 2.0 grade-point average (GPA) to graduate.
- ★ Student must pass the High School Competency Test (HSCT) to graduate. Beginning in 1999, the Florida Comprehensive Assessment Test (FCAT) will be phased in to eventually replace the HSCT.
- ★ AHS is self-paced and individualized.
- ★ Students may enroll throughout the year.
- ★ Students may participate in a graduation ceremony.

- d) A passing rate of 80% (letter grade of C) is often recommended to ensure accountability; check with your coordinator for your institution's standards.
- e) Students passing the skills pre-tests should be exempted from further course work on those skills.

2. ***Prescribe learning activities for any skills not passed on the pre-tests.***

- a) Instructors have discretion for determining the activities individual students need in order to master skills and prepare for the post-test. Some suggested activities include:
 - (1) Written work from the student learning guides
 - (2) Written work generated by the instructor
 - (3) Study only (no written work) of the student learning guide materials
 - (4) Computer-assisted learning assignments
- b) Instructors should advise students about the appropriate texts to purchase in order to complete the assigned learning activities and to prepare for post-tests.

3. ***Post-tests should be administered when the student has completed the instructor-assigned learning activities.***

4. ***A final exam is included in many AHS curricula. Its administration is at the discretion of the instructor to:***

- a) Help a student improve course grades.
- b) Guarantee that a student who has completed the assigned learning activities still retains information from the beginning of the course.
- c) Reinforce skills.

5. ***Instructors should ensure that students understand the grading policy, and should include the grading policy statement in the course outline given to new students.***

CURRICULUM

An official course outline for each AHS course should be maintained by your coordinator. Also, curriculum is based on state-mandated intended outcomes that form the curriculum framework for that course. Students may take pre-tests that relate to these standards, complete student learning guide assignments, and subsequently take post-tests or finals to measure their mastery of the standards. Also, instructors may develop **supplemental** materials and tests that are customized to meet the needs of their specific students.

TEXTBOOKS

Your AHS coordinator should have an approved textbook list for the courses. Please consult with your coordinator to be sure that the books are in stock. Students who can not afford to purchase their textbooks may be able to find them on reserve in the Learning Resource Center or may be able to borrow the instructor's classroom copies.

CLASSROOM EXAMS

Most instructors will follow these general procedures:

1. *Administer a pre-test that is tied to performance standard skills to determine student strengths and weaknesses.*
 - a) This gives students the opportunity to demonstrate their competencies **before** the instructor prescribes any written work from the student learning guides or other sources.
 - b) Students should be advised **NOT** to purchase any books until they have taken the pre-test to determine how much work they need to do to complete the course.
 - c) The pre-test may comprise all or part (for instance, the part that relates to the first unit of the course) of the comprehensive pre-test from the curriculum package or a customization of the comprehensive pre-test that fits student needs.

HALF-CREDIT COURSES

The Florida Statutes now require school districts to maintain a half-credit earned system. This includes courses offered on a full-credit basis in awarding credit for high school graduation. A student enrolled in a full-credit (150 hours/75 days) course will receive one half-credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. In addition, the half-credit (75 hours/25 days) system enables students to transfer half of a full credit course and to complete the other half of that course at another high school.

DIPLOMA REQUIREMENTS

Graduation requires a minimum of 24 unduplicated credits, as follows:

COURSE	CREDITS
ENGLISH	4 (must include major concentration in composition and literature)
SCIENCE	3 (2 credits in lab courses, 1 in non-credit lab course)
MATH	3 (Algebra I or its equivalent, 1 credit)
SOCIAL STUDIES	3 (American History, 1 credit) (World History, 1 credit) (American Government, $\frac{1}{2}$ credit) (Economics, $\frac{1}{2}$ credit)
LIFE MANAGEMENT SKILLS	$\frac{1}{2}$
PRACTICAL ARTS VOCATIONAL EDUCATION EXPLORATION VOCATIONAL EDUCATION: PERFORMING FINE ARTS	$\frac{1}{2}$ $\frac{1}{2}$ (or one credit in either area)
ELECTIVES	8 - $\frac{1}{2}$

GRADING SYSTEM

Beginning 1997/98, the following adult high school grading system will be required:

A	(94% - 100%)
B	(85% - 93%)
C	(77% - 84%)
D	(70% - 76%)
F	(0% - 69%)

Students may complete a course with a grade as low as 70% (D), although this is not recommended, since graduation requirements have been increased to at least a 2.0 grade-point average. Also, many instructors have policies that allow students to retake tests after doing additional studying.

In some adult high schools, an NP (non-punitive) grade is given to students who do not complete a class during the term and must re-register for a class to receive credit. An Early Completion Grade Slip may be completed for a student who has completed the work for a course before the deadline date for the term, allowing the student to then register for another course.

ADD/DROP/WITHDRAWAL

If the withdrawal period has passed and a student is dropping your course, the student may need to complete a withdrawal form and get the instructor's signature, then submit it to the Adult High School office. Check procedures with your coordinator.

COURSE PREREQUISITES

Please become familiar with the AHS courses and prerequisites. Instructors should check with their students to ensure that they have taken the required prerequisite courses.

UNIT II: STUDENT SUCCESS - PREPARING TO MEET THE CHALLENGES

THE LEARNER WILL BE ABLE TO:

- ✓ Understand how to meet the course content, record keeping, and accountability requirements of the AHS classroom.
- ✓ Be prepared to help students make the transition from public school to adult high school.
- ✓ Discover how to inspire students to succeed.
- ✓ Recognize the need for consistency.

STUDENT SUCCESS - PREPARING TO MEET THE CHALLENGES

I. MEETING THE COURSE CONTENT, RECORD KEEPING, AND ACCOUNTABILITY REQUIREMENTS OF THE AHS CLASSROOM



Preparing to teach the assigned courses:

- ***Know your materials.*** Read the required textbooks so that you can answer student questions and evaluate student papers.
- ***Ask your coordinator*** (supervisor) for a copy of the curriculum frameworks/performance standards for the courses you will be teaching.

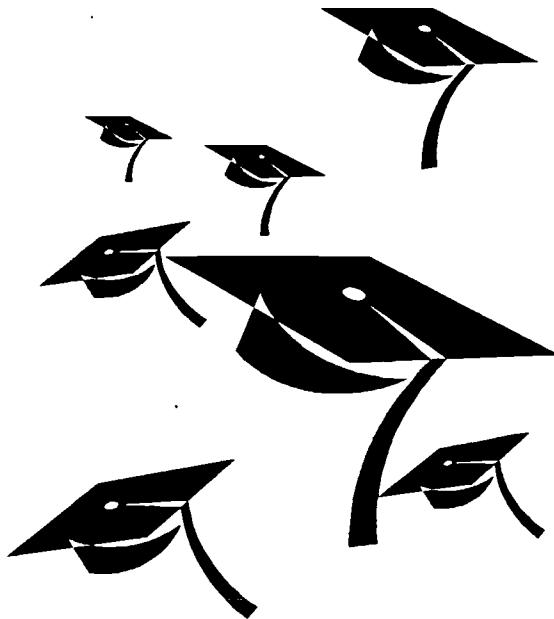
High school graduation assessment:

- ★ All students **must** take and pass both sections of the Florida High School Competency Test (HSCT) to receive a standard high school diploma.
- ★ Students in AHS programs may take the HSCT in October, January, March, and July.
- ★ Students may retake only the HSCT sections (mathematics or communications) that they did not pass.

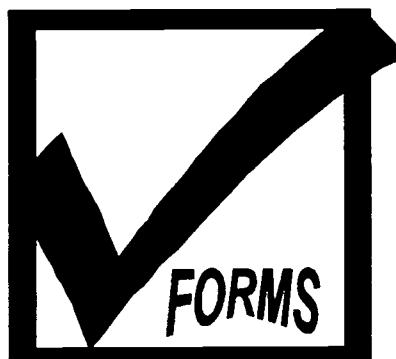
NOTE: Beginning in 1999, the Florida Comprehensive Assessment Test (FCAT) will be phased in to eventually replace the HSCT.

Grade-Point Average (GPA):

Students must have at least a 2.0 GPA to graduate.



- Ask your coordinator if *volunteer tutors* are available to help your students.
- *Obtain copies of and know how to use any of the following types of forms* that are applicable to your institution (see Appendix A at the end of this unit for sample copies of forms used by some Florida AHS instructors):
 - * New Student Enrollment List
 - * Daily Attendance Sheet
 - * Status 'B' Student Attendance Report
 - * Student Information Sheet
 - * Student Learning Style Sheet (your version of this sheet should reflect only those alternatives that are available at your institution)
 - * Textbook Register (for using classroom copies of textbooks)
 - * Student Retention Letter
 - * Grade Sheets specific to each individual course
 - * Student's Evaluation of Instructor (may be used when a student has completed all requirements for a specific course)



- If you are being hired to take over a class from a teacher who is still teaching a course but will be leaving soon to take another job, go out on medical leave, etc., *try to visit the classroom and observe*. If this isn't an option, ask your coordinator to help you make contact with another adult high school instructor and arrange to observe his class.
- Ask your coordinator to help you *find a mentor*, preferably an experienced AHS instructor who can answer your instructional questions and provide ongoing support.
- If you are taking over already existing courses, *find out how the class was previously run*. Get the syllabus for each course and know the course completion requirements. Find out where student records and files are kept and what the guidelines are for student access to classroom textbooks, individual student files, and tests.
- *Get copies of the syllabi previously used* for your courses or for another adult high school course taught at your institution, and update or create new syllabi with your name, contact information, etc. Make sure to clarify your grading and course completion policies, as well as general student guidelines, on the syllabi. Ask your coordinator to review your syllabi to ensure that they are in compliance with your institution's and state's guidelines.
- Ask your coordinator to *orientate you to all of your institution's operational policies and procedures*.
- Ask your coordinator to give you *information on any support services* (such as disabled student services and child care) that may be accessed by your students.

- If applicable to your institution, be sure that you know the *regulations for Status A, Status B, and Status C students*, i.e., students who will receive their diplomas through your AHS program, students who are just taking a couple of courses with your program to earn the few credits they need to graduate from their public high school, and students who have already completed high school but are coming back to sharpen their skills in one or more course areas.
- *Encourage your students to keep track of how many credits they need to graduate* so that they can appropriately pace themselves and have realistic expectations of when they will be ready to graduate. Explain to them that they still need 24 credits and that they have to complete the same required courses as in public school.
- *Help students set achievable post-secondary educational and vocational goals.*

III. INSPIRING STUDENT SUCCESS

- *Be well-organized and prepared.* Remember that your hourly pay rate is based on the assumption that you will be putting in time outside the classroom preparing for classes, grading papers, and performing related duties.
- *Be on time for classes.* Set an example for your students and show that you respect them and their commitment to completing their education.
- *Make your expectations of students clear and consistent from the start*, both for classroom behavior and academic achievement.
- *Grade all assignments as quickly as possible* so that students get the maximum benefit from your feedback.

II. **HELPING YOUR STUDENTS MAKE THE TRANSITION FROM PUBLIC TO ADULT HIGH SCHOOL**

Although students are expected to meet the same state-mandated course requirements for AHS as for public school, there are some fundamental differences between the two programs.

When you begin teaching in the adult high school, some of your students may be ongoing AHS students, while others will be new to the program. It will benefit both you and your students if you ensure that all of your students understand how the program works in terms of the following:

- Give students an opportunity to *discuss what was problematic for them* in their public school experience and discuss strategies for overcoming these problems.
- *AHS students are considered to be "adults,"* which means they are expected to take more responsibility for their own learning. Courses are self-paced. This means that students must decide when they are ready to take tests and when they need help from their instructors or extra materials. With new students, you may have to remind them at first that you are available for one-on-one assistance.
- *Explain how your institution's open-entry/open-exit and early course completion policies work.*
- Explain to students that the *high school performance standards* are still the same, but that they may be able to test out of some or all competency areas for a specific course in the AHS program.

- *Be knowledgeable about school and community support services* so that you can help your students access needed services. Chronic absence, for example, may be indicative of health, transportation, child care, or family problems that require attention or official intervention.
- *Find ways to reward student success.* Keep wall charts for course completers to sign. Read an excellent student essay to the rest of the class. Develop some kind of completion ceremony for students who have satisfied all of the requirements for one of your courses.

IV. RECOGNIZING THE NEED FOR CONSISTENCY

A typical self-paced, open-entry/open-exit, stacked classroom may feel chaotic to a new AHS student (and to a new instructor!). One tool that will help everyone is consistency. Consider doing the following in your new classroom:

- Designate a receptacle where students know they are to deposit completed tests and assignments.
- Give students an approximate time frame for picking up graded work, and designate another receptacle where they can pick it up.
- Keep student working files in an accessible but protected location, and lock up files when you are out of the room.
- Set up designated break times and ask students to remain in the classroom at all other times.
- Make all of your policies and performance standards clear, and include them in your syllabi.

- ***Focus on the students throughout the entire class period.*** Don't read newspapers or chat with other staff or eat in the classroom. Show your students that they are important. Be a role model in every way.
- ***Encourage teamwork when appropriate.***
- ***Get to know your students and what matters to them.*** Use their goals and aspirations as motivators by showing them the relevancy of their goals to their coursework. When possible, provide books that are relevant to their lives, have them do writing assignments about themselves, etc.
- Once you know your students, try to ***develop alternative teaching methods/materials as needed.*** Seek needed resources through your coordinator.
- ***Try to find out what was problematic*** for your students in their public high schools and guide them through the obstacles to their success. For instance, if one of your students had trouble taking written tests, try giving that student oral tests and/or teaching them study skills and test-taking strategies. Be creative and innovative!
- ***Pre-test students whenever possible*** to determine where remediation or special assistance may be needed and to give credit for existing competencies. The fact that a student dropped out of high school during his junior year does not necessarily mean that student's reading, math, and language skills are all at a junior year level.
- ***Seek out each student's special talents and encourage them to develop and use them.***

GROUP ACTIVITY

The facilitator should direct the following and continue until all items are covered.

Break up into two groups and assign one group to develop list 1 and one to develop list 2:

LIST 1

Classroom problems/situations where you felt inadequate as a new AHS instructor.

LIST 2

The strengths and knowledge that you brought with you that helped you to succeed as a new AHS instructor.

The facilitator should direct each group to assign a recorder (to write the list), a timekeeper, and a reporter (to present the list to the group), and to complete their list within 10 minutes. The timekeeper should be directed to let the group know when 7 minutes have elapsed and to bring the group work to a close after 10 minutes.

The facilitator should reconvene the two groups after 10 minutes and ask the reporter from group 1 to present that group's list one item at a time. The reporter from group 2 should be asked if the group 2 list provided a companion strength or knowledge that could be used to solve each problem. If no companion strength or knowledge was listed, the full group should discuss and develop one. Continue until all items are covered.

- Designate a place within the classroom for student/teacher conferences during class times.
- Designate a test-taking area within the classroom.
- Respect student needs for confidentiality.
- Treat all students equally; do not play favorites.



SELF-PACED ACTIVITY

Based on the guidance provided by this section of the manual, develop a list of information that you need to gather from your coordinator, institution, community sources, and other AHS instructors, so that you will be able to promote student success and your own classroom readiness. For instance, you may still need information on student support services or institutional policies and procedures. Go out and get this information, then apply it to your classroom!

APPENDIX A

ADULT HIGH SCHOOL FORMS

(SAMPLES)

ALTERNATIVE GROUP ACTIVITY

FOR ADJUNCTS WHO HAVE TAUGHT FOR A WHILE

Open discussion:

Define Student Success.

1. Have one person from the group write components of definition in note book, on newsprint, on whiteboard, etc., as available.
2. Have each person write on a note card the one most important tool they have developed or discovered to promote student success.
3. Pass note cards to facilitator, who may read them each aloud and ask for comments, or show of hands on how many participants have tried the method discussed.

QUALITY PROFESSIONAL DEVELOPMENT



ADULT HIGH SCHOOL DAILY ATTENDANCE

INSTRUCTOR: _____

ADULT HIGH SCHOOL ENROLLMENT LIST

CLASS DAY/TIME _____

INSTRUCTOR _____ **TERM** _____

PAGE OF

STUDENT INFORMATION SHEET

NAME: _____

ADDRESS: _____

TODAY'S DATE: _____

COURSE AND SECTION NUMBERS: _____

DATE OF BIRTH: _____ SOCIAL SECURITY NUMBER: _____

TELEPHONE NUMBER: _____

EMERGENCY CONTACT NAME AND NUMBER: _____

1. What grade were you in when you left school? About how long ago was that?
2. What made you decide to come to our adult high school (AHS)?
3. What are your short-term goals?
4. Are you trying to complete AHS and graduate by a certain date? When and why?
5. How many credits do you need to graduate and what is your current GPA?
6. Have you passed the HSCT? If not, do you need help studying for it?
7. What do you want to do after completing AHS? (If you plan to go on to college or vocational school, what do you want to study? If you plan to get a job, what kind of work are you interested in?)
8. Do you want information about vocational or college credit programs?
9. Do you have a job now?
10. Do you need help finding a job?
11. Would you like information about services for day care, disabled students, dual enrollment programs, or financial aid?
12. Do you know the location of the school computer lab, the library, the adult studies office, the adult studies advisor, the bookstore, and the business office?
13. Do you have computer skills? Please describe.
14. Is there anything else you would like your teachers to know about you so that they can work with you better?

STATUS "B" STUDENT ATTENDANCE RECORD

NAME: _____
CREDIT: _____

COURSE: _____
SCHOOL: _____

	NAME	DATE	NAME	DATE
1		26		
2		27		
3		28		
4		29		
5		30		
6		31		
7		32		
8		33		
9		34		
10		35		
11		36		
12		37		
13		38		
14		39		
15		40		
16		41		
17		42		
18		43		
19		44		
20		45		
21		46		
22		47		
23		48		
24		49		
25		50		

TEXT BOOK REGISTER

Instructor: _____ Course: _____

Campus: _____ Book Title: _____

(Instructor will sign books in and out)

STUDENT LEARNING STYLE

NAME: _____

CLASS YOU ARE NOW TAKING: _____

DATE: _____

People learn in different ways which of the following describes you as a student? Please circle one or more, and add in anything that's not listed in the final space provided.

1. I like to read my work SILENTLY, THINK about it, STUDY it then TEST.
2. I like to READ my work SILENTLY, then DISCUSS it with my instructor or another student before taking a TEST.
3. I like to READ my work ALOUD with a group, DISCUSS it, then TEST.
4. I prefer to take WRITTEN TESTS.
5. I prefer to take ORAL tests, WHERE the teacher asks me questions and evaluates my answers for a grade.
6. I like to work as a TEAM, sharing ideas and doing projects with other students and getting GROUP GRADE for such projects.
7. I like to use COMPUTERS as learning tools (or I would like to LEARN HOW to do this) -- where I get immediate feedback on my answers from the computer, and extra practice when needed.
8. I like to earn EXTRA CREDIT FOR SPECIAL ASSIGNMENTS such as creative writing (poems, stories, plays) artwork, song lyrics, research reports on topics of interest to me, speeches/presentations/performances for small groups of other students, etc.
9. I like to WATCH VIDEOS OF THE BOOKS I HAVE READ.
10. I like to _____

ENGLISH I GRADE SHEET

LAST NAME	FIRST NAME		M.I.	SOCIAL SECURITY #	
COURSE TITLE	COURSE #	SEC. #	DATE STARTED	DATE COMPLETED	FINAL GRADE

LEARNING STYLE PREFS/OTHER NOTES

PERF STD	PRE-TEST	SCORE	DATE	REMEDIATION	POST-TEST	SCORE	DATE
1.01	BREV			W&L pp.49-50. ex 9	Recycle		
1.02	BREV			ANTH pp 48.59.63.73.85: "Und.lit."	Handout/test		
1.03	BREV			Review test with teacher	Post-test. Pt III. #11-18		
1.04	BREV			W&L pp 369-371. ex A. B. C	Post-test		
1.05	BREV						
1.06	BREV			Review with teacher	Post-test		
1.07							
1.08							
1.09							
1.10							
2.01	BREV			Dictionary: lookup words	Recycle		
2.02	BREV			W&L pp 284-293. ex 8.#12-15			
2.03	BREV			Handout: Read and study	Worksheet		
2.04							
2.05							
2.06							
2.07							
3.01	BREV			W&L pp 554-590/Act Bk pp 162-173	Post-test		
3.02	BREV						
3.03	BREV			W&L pp 11-615. ex A-C	Post-test		
3.04	BREV						
3.05	BREV			W&L pp 476-497. ex pp 483.484	Post-test		
3.06	BREV			W&L pp 404-408/ 206-215/ 468-469	Ex A. B. ex 6,8,10 p 469		
3.07	BREV						
3.08	BREV			Brev Student Learning Guide	Post-test		

STUDENT RETENTION

(Sample letter)

Dear _____

With the semester halfway over, I thought you might want an update of your status in the Adult High School class(es) you are currently registered for.

You have completed approximately _____% of your course work in AHS

(course name)

Your course average for this class is _____.

You have been unable to attend classes recently, but you may still return and pick up where you left off in your course work. I have your grades on file and am willing to work with you to help you complete your goal of getting your Adult High School Diploma.

If you have any questions, please call _____ and leave a message, including a phone number where you can be reached and the best time to call you, and I will call you back.

I am looking forward to seeing you soon!

Sincerely,

Adult High School Instructor

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**ADULT HIGH SCHOOL COMMUNICATIONS
ENGLISH II GRADE SHEET**

LAST NAME	/		FIRST NAME	/		M.I.	/		SOCIAL SECURITY #
COURSE TITLE	/		COURSE #	SEC. #	DATE	DATE	FINAL	/	
	/				STARTED	COMPLETED	GRADE	/	

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	LIT (AVG)	DATE	GRAMMAR	DATE	WRITING	DATE	AVG
PRE-TEST	N/A	N/A					
REMEDIATION	N/A	N/A					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
ORAL REPORT/ LISTENING SKILLS							
MASS MEDIA							
CREATIVE WRITING							

PERF STD	PRE-TEST	SCORE	DATE	REMEDIATION	POST-TEST	SCORE	DATE
3.09	BREV			Dictionary	Recycle		
4.01							
4.02							
4.03							
4.04							
4.05							
4.06							
4.07				W&L pp 263-265	Post-test		
4.08							
4.09							
4.10							
4.11							
5.01							
5.02				Handout & Worksheet	Post-test 1-5,12-16		
5.03				Handout & Worksheet	Post-test 16-20		
5.04				Handout & Worksheet	Post-test 1-10		
5.05							
5.06							
5.07							
6.01							
6.02							
6.03							
6.04							
6.05							
6.06							
6.07							
7.01				W&L pp 331-337/Act Bk pp 56			
7.02				Handout/correct test	See Post-test for 7.03		
7.03							
7.04				ANTH pp 340-367	Post-test		
7.05				Handout/Worksheet: Steck-Vaughn Pre-GED Writing pp 143	Post-test		
7.06							
7.07							

**ADULT HIGH SCHOOL COMMUNICATIONS
ENGLISH IV GRADE SHEET**

LAST NAME / FIRST NAME / M.I. / SOCIAL SECURITY #

COURSE TITLE / COURSE # / SEC. # / DATE STARTED / DATE COMPLETED / FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	LIT (AVG)	DATE	GRAMMAR	DATE	WRITING	DATE	AVG
PRE-TEST	N/A	N/A					
REMEDIATION	N/A	N/A					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
EXTRA CREDIT: -Resume -Oral book discussion -Creative writing							

**ADULT HIGH SCHOOL COMMUNICATIONS
ENGLISH III GRADE SHEET**

LAST NAME	FIRST NAME		M.I.	SOCIAL SECURITY #	
COURSE TITLE	COURSE #	SEC. #	DATE STARTED	DATE COMPLETED	FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	LIT (AVG)	DATE	GRAMMAR	DATE	WRITING	DATE	AVG
PRE-TEST	N/A	N/A					
REMEDIATION 0 Parts of Speech 0 Phrases 0 Clauses 0 Using Verbs 0 Using Pronouns 0 Punctuation 0 Capitalization	N/A	N/A					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
ORAL REPORT/ LISTENING SKILLS							
CREATIVE WRITING (E/C)							

ADULT HIGH SCHOOL COMMUNICATIONS WRITING II GRADE SHEET

LAST NAME / FIRST NAME / M.I. / SOCIAL SECURITY #
COURSE TITLE / COURSE # / SEC. # / DATE STARTED / DATE COMPLETED / FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	JOURNAL ENTRY	TEXTBOOK ENTRY	OTHER	ESSAY	REWRITE	DATE COMPLETED	UNIT GRADE
6.							
7.							
8.							
9.							
10.							

ADULT HIGH SCHOOL COMMUNICATIONS
WRITING I GRADE SHEET

LAST NAME	/ FIRST NAME		M.I.	/ SOCIAL SECURITY #	
COURSE TITLE	/ COURSE #	/ SEC. #	/ DATE STARTED	/ DATE COMPLETED	/ FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	JOURNAL ENTRY	TEXT- BOOK ENTRY	OTHER	ESSAY	RE- WRITE	DATE COMPLETED	UNIT GRADE
1.							
2.							
3.							
4.							
5.							

FBS COMMUNICATIONS GRADE SHEET

LAST NAME	/		/		/		/		
	FIRST NAME		M.I.		SOCIAL SECURITY #				
/		/		/		/		/	
COURSE TITLE	COURSE #		SEC. #		DATE STARTED		DATE COMPLETED		FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

ASSIGNMENT	GRADE	DATE	COMMENTS			
1A.						
1B						
2A						
2B						
2C						
2D						
3						
4						
5A						
5B						
5C						
5D						
5E						
6A						
6B						
7A						
7B						
7C						
8						
9						
10						
SPELLING						
LITERATURE						

**ADULT HIGH SCHOOL COMMUNICATIONS
BUSINESS ENGLISH GRADE SHEET**

LAST NAME	/ FIRST NAME	/ M.I. / SOCIAL SECURITY #
COURSE TITLE	/ COURSE # / SEC. #	/ DATE STARTED / DATE COMPLETED / FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

UNIT	PRE-TEST	DATE	WORKSHEETS/ PORTFOLIO	DATE	POST-TEST	DATE	UNIT GRADE
1.1							
1.2							
1.3							
2.1							
2.2							
2.3							
3							
4.1							
4.2							
4.3							
4.4							
5.1							
5.2							
5.3							
5.4							
5.5							

REMEDIAL/COMPENSATORY WRITING GRADE SHEET

LAST NAME / FIRST NAME / M.I. / SOCIAL SECURITY #
/ / / / / / /
COURSE TITLE / COURSE # SEC. # TABE DATE DATE FINAL
SCORE STARTED COMPLETED GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

TEST CATEGORY	PRE-TEST	DATE	REMEDIATION	POST-TEST	DATE
CAPITALIZATION: PERS. PRONOUN, PROPER NOUN, ADJECTIVES					
CAPITALIZATION: BEG. WORDS, WORDS IN TITLES					
END PUNCTUATION					
COMMAS					
COLONS, SEMICOLONS, QUOTATION MARKS					
PROOFREADING					
PRONOUN USAGE					
VERB USAGE					
MODIFIERS: ADJECT./ADVERB					
SENTENCE STRUCTURE					
SENTENCE COMBINING					
PARA. DEVELO.: TOPIC SENT., DEVELOPMENT, UNRELATED SENT.					
SPELLING: VOWEL COMB., CONSTANT SOUNDS, AFFIXES, COMPOUNDS, SIMILAR WORDS					
WRITE A SHORT AUTOBIOGRAPHICAL ESSAY (CHRON. ORDER)					
FINAL EXAM					

REMEDIAL/COMPENSATORY WRITING GRADE SHEET

LAST NAME	/ FIRST NAME			M.I.	SOCIAL SECURITY #		
COURSE TITLE	/	COURSE #	SEC. #	TABE SCORE	DATE STARTED	DATE COMPLETED	FINAL GRADE

LEARNING STYLE PREFERENCES/OTHER NOTES

ASSIGNMENT	GRADE	DATE	ASSIGNMENT	GRADE	DATE
WORKSHEETS:			VOCAB.. (CONT):		
syllabication			10		
Prefixes			11		
Context clues			12		
Anticipation of Phrases			13		
Synonyms			14		
Word Meanings			15		
Details			HOMEWORK LESSONS:		
Paragraph Comprehension			1		
Interpretive Analogies			2		
Drawing Conclusions			3		
Main Idea			4		
VOCABULARY:			5		
1			6		
2			7		
3			8		
4			9		
5			10		
6			11		
7			12		
8			COMPUTER LAB		
9			FINAL EXAM		

UNIT III: RECORDS AND CLASSROOM EXPECTATIONS

THE LEARNER WILL BE ABLE TO:

- ✓ **Develop an understanding of adequate record keeping.**
- ✓ **Understand the importance of conveying to students what is expected of them.**
- ✓ **Develop an understanding of teaching in self-paced program.**

RECORDS AND CLASSROOM EXPECTATIONS

All adult education institutions embrace a shared philosophy of providing a meaningful learning environment which allows students to become responsible, productive citizens. By choosing to be instructors of adult learners, we have also chosen to be responsible for making students aware of and encouraging them to assume their responsibilities. Further, in an atmosphere of mutual trust and respect, students can develop more autonomy within the educational setting. Establishing clear classroom expectations and keeping complete records are important and necessary components of effective classroom management.

The following list provides examples of those expectations/responsibilities of adult learners that teachers should foster:

- ★ **Develop a positive attitude toward learning.**
- ★ **Take responsibility for learning.**
- ★ **Request syllabus (course outline) from instructor.**
- ★ **Work toward completing set goals.**

STUDENT'S EVALUATION OF INSTRUCTOR

Congratulations, you have just completed an Adult High School course! To help your teacher evaluate the effectiveness of his/her teaching methods and materials, please answer the questions below using the following rating scale:

5= STRONGLY AGREE
4= AGREE
3= DON'T AGREE
2= DISAGREE
1= STRONGLY DISAGREE

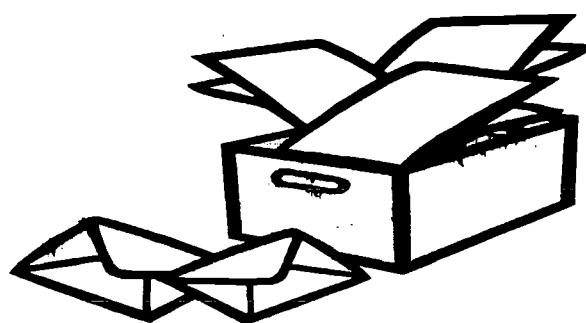
- | | |
|---|-----------------------|
| 1. My instructor explained what was expected of me in the classroom. | 5 4 3 2 1 |
| 2. My instructor presents the subject matter in a way that I can easily understand. | 5 4 3 2 1 |
| 3. My instructor understands me and how I learn. | 5 4 3 2 1 |
| 4. My instructor is open to questions or comments from students. | 5 4 3 2 1 |
| 5. My instructor makes time to work directly with me when I need it. | 5 4 3 2 1 |
| 6. My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials. | 5 4 3 2 1 |
| 7. My instructor provides feedback on all my work quickly enough to benefit me. | 5 4 3 2 1 |
| 8. My instructor seems to respect me as a person. | 5 4 3 2 1 |
| 9. My instructor encourages me to succeed. | 5 4 3 2 1 |
| 10. I would recommend this instructor to another student. | 5 4 3 2 1 |

COMMENT: _____

-
- 6. Transfer of Grade Forms
 - 7. Individual Student Folders
 - 8. Course and Credit Progress Form
 - 9. Follow-up Letter

Resources that the teacher should have available for students include:

- 1. course outlines
- 2. sample test copies
- 3. classroom policies
- 4. curriculum guide



-
- ★ Become self-disciplined in time-management, studying, and scheduling.
 - ★ Set own rate of progress and testing schedule.
 - ★ Behave in a manner that does not disrupt the educational process of others.

Record Keeping and Accountability

- ★ Ask your coordinator about your institutions policies for retention of student files and grades, and comply with the.
- ★ Ask your coordinator what kind of student tracking/reporting you will be required to do and when reports will be due, then accumulate these records on an ongoing basis. Remember that your institutions funding, and therefore your salary, may be tied to the accuracy of these reports.
- ★ Be sure that all students attending your courses are currently registered for the courses they are attending.
- ★ Be sure that you keep records showing that every student who has received a grade for one of your courses has met the state requirements for that course.

Effective record keeping required that student records should be documented, professionally maintained, and readily accessible for periodic review and reporting of students progress. Records (see examples in Appendix B at the end of this unit) may include the following (ask your coordinator for a full list of records you are expected to maintain):

1. Initial Enrollment Forms
2. Daily Attendance Forms
3. Permanent Class List Print-Outs
4. Excessive Absence Forms
5. Grade Books

APPENDIX B

ADULT HIGH SCHOOL RECORD KEEPING FORMS

(SAMPLES)

**ADULT HIGH SCHOOL
GRADE SHEET**

STUDENT'S LAST NAME / FIRST NAME / M.I.

DEPARTMENT / COURSE # / SECTION # / SOCIAL SECURITY #

COURSE TITLE	MONTH/DAY/ YEAR DATE ENTERED	MONTH/DAY/YEAR DAY COMPLETED	FINAL GRADE
--------------	---------------------------------	---------------------------------	----------------

TEST NO.	TEST SCORE	DATE	TEST NO.	TEST SCORE	DATE
1.			21.		
2.			22.		
3.			23.		
4.			24.		
5.			25.		
6.			26.		
7.			27.		
8.			28.		
9.			29.		
10.			30.		
11.			31.		
12			32.		
13.			33.		
14			34.		
15			35.		
16.			36.		
17.			37.		
18.			38.		
19.			39.		
20.			40.		

TRANSFER OF COURSE PROGRESS

(example of form sent from new instructor to previous instructor)

DATE: _____

STUDENT'S NAME: _____
(LAST) (FIRST) (M.I.)

Social Security No.	School Presently Attending	Day	Evening
Phone Number	School Transferring Attending	Day	Evening

Dear _____

Please list below any test grade(s) and the date(s) that were earned for the above student for the courses indicated. This student is transferring and needs this form completed as quickly as possible. Please return this form to me once you have completed it. Thank you.

Signature

Student completes this portion:

Instructor completes this portion:

AHS Course No.	Course Name	Term Taken	Chapters/Competencies Completed	Grade(s) Earned	Date(s) Earned

STUDENT FOLLOW-UP LETTER

Dear _____

My records indicate that you have successfully completed _____ assignments/tests, and only need to complete _____ more to receive your credit in _____. If I can assist you in any way to complete this course, please contact me immediately at _____.

Furthermore, if you need child care while you are attending classes or financial assistance in purchasing your textbooks, please bring this to my attention. I may be able to help you. If you are unable to reach me, please leave your name, phone number, and the time you can be reached. I assure you that your call will be returned.

Educationally yours,

AHS Instructor

UNIT IV: PREPARING YOUR STUDENTS FOR THE HSCT AND FCAT TESTS

THE LEARNER WILL BE ABLE TO:

- ✓ **Describe the purpose of the High School Competency Test (HSCT).**
- ✓ **Identify the four months of the year when the HSCT is given.**
- ✓ **Identify skill areas which are covered on the HSCT.**
- ✓ **Identify supplemental HSCT communications and mathematics skills teaching resources.**
- ✓ **Describe the purpose of the Florida Comprehensive Assessment Test (FCAT).**
- ✓ **Identify skill areas which are covered on the FCAT.**
- ✓ **Identify supplemental FACT communications and mathematics skills teaching resources.**

PREPARING YOUR STUDENTS FOR THE HSCT

As you learned in the "Overview" section, each student must successfully complete the High School Competency Test (HSCT) in addition to earning the required 24 credits in order to earn a high school diploma. The HSCT is composed of two parts, mathematics and communications, and the students must pass both portions of the test.

Students enrolled in an AHS program have four opportunities each year to take the exam -- October, January, March and July. It takes approximately eight weeks to receive the score

results from the Florida Department of Education for each testing session. Most programs have a minimum number of credits that a student must have earned before he is allowed to sign up to take the test. Check with your program director about this and to find out what procedures your program uses to register students for the test.

The HSCT is an untimed test. It takes the average student approximately three hours to complete the entire test. There is no limit to the number of times a student may take the test. If the student passes only one portion of the test (either communications or mathematics), he will only need to re-test on the portion that he failed.

The score needed to pass each portion of the test is set by the Florida Legislature. Students must achieve a scaled score of 700 to pass the mathematics portion and a scaled score of 700 to pass the communications portion of the test. According to Florida Department of Education statistics, only 62% of adult education students pass the mathematics portion of the test during each testing session. Also, only 82% of adult education students pass the communications portion of the test during each testing session. In light of these statistics, it is important that you identify your students who have not passed the HSCT and are eligible to retake the test. Strongly encourage these students to register for the next HSCT testing session.

★ HSCT - Communications

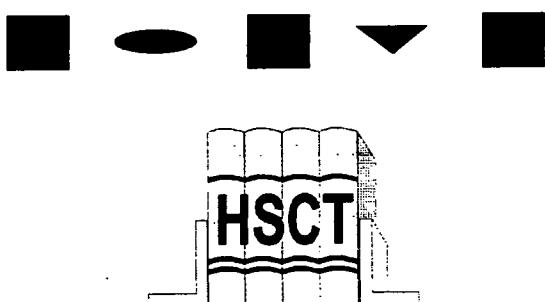
The communications portion of the HSCT covers the skill areas listed below.

1. Determine the main idea stated in a paragraph.
2. Answer *who, what, where, when, which* and *how* questions about sentences or paragraphs.
3. Identify the cause or effect stated in a paragraph.
4. Follow written directions.
5. Identify the main idea implied in a paragraph.

6. Identify an appropriate conclusion or generalization from a paragraph.
7. Distinguish between facts and opinions in a paragraph.
8. Obtain appropriate information from pictures, maps, or signs.
9. Obtain appropriate information from diagrams, tables, graphs, or schedules.
10. Obtain appropriate information from indexes, tables of contents, or dictionary entries.
11. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

Sample questions from the communications portion of the HSCT can be found at the end of this unit Appendix C-I.

There are several resources available to assist you in reviewing the HSCT communications skills. For ordering information, see the resource list at the end of this unit in Appendix C-II. The Florida Department of Education (DOE) publishes the book Activities to Assist in Teaching the High School Competency Test (HSCT) Communication Skills. This book is free to each school. In addition to activities on each skill, this book contains three sets of practice exercises written in the same format as the test. Amsco School Publications, Inc. offers the book Florida's HSCT: Preparing for the Communications Test. The cost is approximately \$7.00. This book contains many practice exercises and four practice tests (the answer key is printed separately -- be sure to ask for it). This is an excellent resource which can be made available for students to purchase at a low cost.



★ ***HSCT - Mathematics***

The mathematics portion of the High School Competency Test (HSCT) covers the skill areas listed below.

1. Solve real-world problems using a variety of problem-solving strategies.
2. Solve problems involving consumer applications and percents.
3. Apply geometric relationships to solve problems, using models when appropriate.
4. Solve problems involving measurements in real-world situations, giving formulas when appropriate.
5. Analyze and apply the concepts of simple probability in real-world situations.
6. Determine the appropriateness of statements or predict outcomes from data presented in charts, tables, or graphs.
7. Translate phrases or sentences into algebraic expressions or equations, and translate algebraic expressions or equations into phrases or sentences.
8. Plot and locate ordered pairs to represent real-world data.
9. Solve one-step equations.
10. Use ratios and proportions in problem-solving situations.

Sample questions from the mathematics portion of the HSCT can be found at the end of this unit in Appendix C-I.



It is important to note that the mathematics section focuses on critical thinking skills, not on computation skills. Students will be given a basic four-function calculator to use on the test. Each program is required to provide a "calculator practice workshop" within one week prior to each HSCT test date for all students registered for the test. For each testing session, the Florida DOE will provide you with an HSCT Calculator Book for each student and an instructor's manual. This workbook covers the basics of operating a calculator and provides some sample HSCT

questions for student practice. The student workbook can be completed in either a group or individual setting.

There are several resources available to assist you in reviewing the HSCT mathematics skills. One helpful book from the Florida DOE is Activities to Assist in Teaching the High School Competency Test (HSCT) Mathematics Skills. This book is free to each school. This book contains activities for each skill area, as well as open-ended and multiple-choice practice test questions. Educational Design, Inc. offers the book Advanced Problem Solving for the Florida Math HSCT. The cost is approximately \$11.00. This book contains many practice exercises and two practice tests (the answer key is printed separately - be sure to ask for it). This is an excellent resource which can also be made available for students to purchase at a low cost. For ordering information and additional resources, see the resource list at the end of this section in Appendix C-II.

PREPARING YOUR STUDENTS FOR THE FCAT

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall plan to increase student achievement by implementing higher standards for public school students. It's part of the overall strategy for success:

$$\begin{aligned} \text{Standards} + \text{Instruction} + \text{Assessment} = \\ \text{Higher Student Achievement} \end{aligned}$$

Assessment is one of three key elements that must be present for students to raise achievement levels in school. If high standards are established, if instruction is appropriate, and if students are assessed on their progress, we can expect increased student performance.

The standards referred to in the equation are the Sunshine State Standards. They set clear expectations for student knowledge and skills and are the basis for assessing student achievement. Standards are also the foundation for a strong accountability system. Mastery

STUDENT FOLLOW-UP LETTER

Dear _____

My records indicate that you have successfully completed _____ assignments/tests, and only need to complete _____ more to receive your credit in _____. If I can assist you in any way to complete this course, please contact me immediately at _____.

Furthermore, if you need child care while you are attending classes or financial assistance in purchasing your textbooks, please bring this to my attention. I may be able to help you. If you are unable to reach me, please leave your name, phone number, and the time you can be reached. I assure you that your call will be returned.

Educationally yours,

AHS Instructor

teachers, and others interested in student achievement. In addition, school districts can opt to eliminate their current standardized tests in FCAT grade levels to reduce the number of tests students take, and to reduce testing costs. That is a district option.

7. ***FCAT will be phased in for accountability purposes.*** By the year 1999, FCAT will be included in the School Performance Report that is used to identify Critically Low Performing Schools as well as high-performing schools.
8. ***FCAT will be used for promotion purposes.*** In the future, FCAT will be the basis for promotion from elementary to middle school, middle to high school, and finally for graduation.
9. ***FCAT is an important tool for teachers and parents.*** To identify students in need of remediation in reading and math, for feedback on curriculum and teaching strategies, and to gauge student progress toward the Sunshine State Standards.
10. ***FCAT will become a “high stakes” test.*** Beginning in 1999, FCAT will be phased in to eventually replace the High School Competency Test, the common college placement test, and will be a condition for graduation from a Florida high school, College Ready Diploma, and awards for Bright Futures Scholarships.

*Monday Report, Florida Department of Education, June 1998.



of the Sunshine State Standards is measured by FCAT. There are resources available to help implement the Sunshine State Standards and prepare for FCAT.

TOP TEN THINGS TO KNOW ABOUT FCAT

1. ***FCAT is designed specifically for Florida.*** It is based on the Sunshine State Standards and measures how well students are progressing toward those academic standards.
2. ***FCAT is not a norm-referenced test.*** It will not measure how Florida students compare to students in the rest of the nation. However, portions of the test will be “calibrated” with the National Assessment of Educational Progress (NAEP) and other norm-referenced tests to provide a national reference point. This will occur over the next couple of years.
3. ***FCAT is more than a multiple choice test.*** It includes questions that ask students to write to prove they can, to calculate (with and without a calculator) to prove they can, to “show their work” on math problems, and to answer reading passages with both long and short written answers.
4. ***The 1998 FCAT is to establish baseline data.*** Achievement levels will be set this summer and fall using committees of parents, teachers, and business leaders.
5. ***Test results will show a student's general performance in comparison to others at that grade in Florida.*** Scholarships and other incentives for students who achieve at higher levels may be established later.
6. ***FCAT will be given to every school district in Florida.*** Currently there are about six different standardized tests administered to students, providing no consistency in assessment. The FCAT will provide a consistent source of information for parents,

REGION IV Martha Richardson
Suncoast Area Center for Educational Enhancement
VIA 032
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620-8655
(813) 974-7736
FAX (813) 974-7738
E-mail: mrichard@typhoon.coedu.usf.edu

REGION V John Powers
Florida Atlantic University
College of Education, Room 345
777 Glades Road
Boca Raton, Florida 33431
(561) 297-3794
FAX (561) 297-3794
E-mail: jpowers@acc.fau.edu

REGION VI Tarek Chebbi
Director, ACEE
Dade County Public Schools
1500 Biscayne Boulevard, Room 225
Miami, Florida 33132
(305) 995-7535; SC 432-7535
FAX (305) 995-1520
E-mail: tchebbi@sbab.dade.k12.fl.us

AREA CENTERS FOR EDUCATIONAL ENHANCEMENT

Area Centers for Educational Enhancement provide professional development for teachers to reform the curriculum and improve instructional practices to allow students to achieve the Sunshine State Standards, and improve student achievement on the Florida Comprehensive Achievement Test (FCAT) and the *Florida Writes!* Examination.

AREA CENTER FOR EDUCATIONAL ENHANCEMENT CONTACTS

REGION I Neal Meadows
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131; SC 769-6131
FAX (904) 638-6109
E-mail: meadowsn@paec.org

REGION II Mary C. Rich
ACEE Grant Coordinator
North East Florida Educational Consortium
Route 1, Box 8500
Palatka, Florida 32177
(904) 329-3800; SC 860-3800
FAX (904) 329-3835
E-mail: rich-ma@nefec.org

REGION III Dr. Michael Gallo
Florida Institute of Technology
150 West University Boulevard
Melbourne, Florida 32901-6795
(407) 674-7203
FAX (407) 674-7235
E-mail: gallo@acee.org

Read this passage to answer questions 1-3.

WALKING WHALES?

Read the paragraph below to learn about an important recent discovery concerning sea mammals.

Have you ever heard of a walking whale? That's what researchers believe they have found. Fossils unearthed in Pakistan suggest that the walking whale's large rear feet and legs gave it the power it needed to move onto land. The whale (called Ambulocetus Natans) weighed 600 to 700 pounds, about the size of a male sea lion. It bumped along on land in much the same way as seals and sea lions. According to J.G.M. Thewissen, a paleobiologist at Northeastern Ohio University, the mammal may be the link between land animals and modern whales. Researchers believed the walking whale lived about 50 million years ago--10 million years before the marine whale. Before the discovery of Ambulocetus Natans, scientists hypothesized that modern whales developed from animals that lived on land; now they have some physical evidence to support their theory.

1. What is the main idea of the paragraph?
 - A. The walking whale was about the size of a sea lion?
 - B. The whale moved about much like sea lions and seals.
 - C. Scientists suggest that the mammals may have looked like miniature whales.
 - D. Researchers believe they have found evidence of a walking whale.
2. According to the paragraph, the characteristics of the walking whale that allowed it to move on land were its
 - A. small size and great strength.
 - B. shape and flexibility of its body.
 - C. large rear feet and legs.
 - D. strength and balance.
3. The discovery of the walking whale is important to scientists because
 - A. the walking whale may be the missing link between land animals and modern whales.
 - B. the discovery of the walking whale provided additional federal funding for projects.
 - C. researchers from Pakistan and the United States may have an opportunity to work together.
 - D. an American university professor has received recognition for his research.

APPENDIX C-I

PREPARING YOUR STUDENTS FOR THE HSCT

HSCT Sample Questions

- * Sample questions taken from Activities to Assist in Teaching the High School Competency Test (HSCT), Florida Statewide Assessment Program.

Refer to the dictionary page below to answer questions 9 - 10.

Dictionary Page

462 **octopus . oeuvre**

oc.to.pus *n* an ocean animal, or mollusk, that has eight arms, each of which is equipped with suction devices

odd *adj* 1: unusual or out of the ordinary
SYN: *peculiar, strange, curious, eccentric*
2: being unpaired or without a counter part
(an odd sock) 3: a series of natural numbers that begins at 1 and increases by 2

odd.ly *n* 1: a thing, person, or an event that is unusual or odd 2: the state of being peculiar or odd

odd.ball *n* a person that is peculiar or eccentric

odl.ous *adj* warranting contempt, hatred, or disgust

odom.e.ter *n* an instrument that measures the amount of distance traveled (as by a car)

odor *n* 1: a quality of an object that stimulates the sense of smell 2: a smell that dominates

odor.ous *adj* emitting a scent or odor
SYN: *fragrant, aromatic*

oe.no.phile *n* 1: a person who loves wine
2: a wine connoisseur

oeu.vre *n* a significant body of work or accomplishments of writers or artists during their life

9. What part of speech is the word oenophile?

- A. adjective
- B. adverb
- C. noun
- D. verb

10. Which sentence uses the second definition of odd correctly?

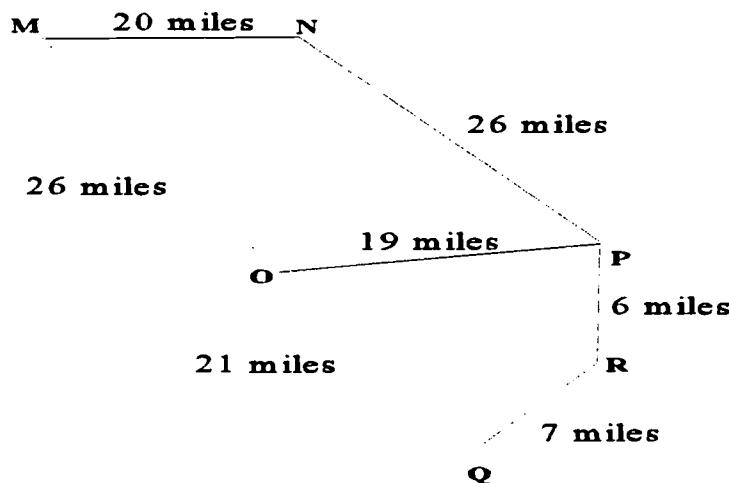
- A. He certainly was considered an odd person, even by his peers.
- B. He searched everywhere but could not find his odd glove.
- C. It was odd that such a bright person did not know how to tie a knot.
- D. Numbers three, five, and seven are called odd numbers.

Use the airline flight information below to answer questions 4-8.

AIRLINE DEPARTURE TIMES					
Destination	Airline	Flight #	Boarding Gate	Departure Time	Status
DETROIT	EAGLE AIR	26	B8	7:15 a.m.	DELAYED
SAN DIEGO	AIR WEST	761	A2	7:30 a.m.	CANCELLED
CINCINNATI	EAGLE AIR	222	B19	6:50 a.m.	FINAL CALL
NEWARK	SKYBOUND	11	B3	7:22 a.m.	ON TIME
LOS ANGELES	AIR WEST	87	A11	8:00 a.m.	ON TIME
KANSAS CITY	ATLANTIC	19	C14	6:55 a.m.	BOARDING
PORTLAND	PACIFIC	2121	A15	7:05 a.m.	BOARDING
ATLANTA	SOUTHERN	767	D5	7:10 a.m.	ON TIME
SAN ANTONIO	PACIFIC	424	A12	7:35 a.m.	ON TIME
WASHINGTON, D.C.	CAPITAL	535	B22	7:00 a.m.	BOARDING

4. If you decide that you will travel only on Skybound Airlines, which city on this schedule can you visit?
- A. Detroit C. San Antonio
B. Newark D. San Diego
5. What time does the flight to San Antonio leave?
- A. 7:15 a.m. C. 7:30 a.m.
B. 7:22 a.m. D. 7:35 a.m.
6. What is the destination of the earliest flight shown on the departure schedule?
- A. Cincinnati D. San Antonio
B. Kansas City C. Portland
7. What is the status of the Pacific Airlines flight to Portland?
- A. boarding C. final call
B. cancelled D. on time
8. Which flight leaves from Gate A15 at 7:05 a.m.?
- A. Eagle Air Flight 222
B. Capital Flight 535
C. Atlantic Flight 19
D. Pacific Flight 2121

1. Farmer Brown owns 100 cows. Each cow eats 500 pounds of feed per month. If cow feed costs 20 cents per pound, how much will farmer brown save per month if he gets a 5% discount by buying feed in bulk?
 - A. \$50
 - B. \$10,000
 - C. \$500
 - D. \$200
2. Choose the shortest route from city M to city R as shown on the map.
 - A. From M to N to P to R
 - B. From M to O to P to R
 - C. From M to O to Q to R
 - D. From M to N to P to O to Q to R

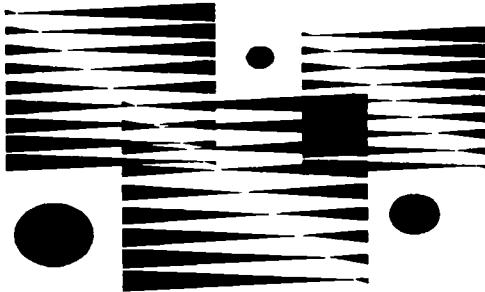


3. Wayne wants to buy a used car that is advertised at \$2,000. The seller says he will give a discount of \$100 if Wayne pays cash. What is the percent of discount?
 - A. 2%
 - B. 5%
 - C. 20%
 - D. 50%

Select the correct answer to the questions below.

11. Tim would like to wash his clothes at a laundromat. Which of the following would provide him with a listing of local laundromats?
 - A. dictionary
 - B. encyclopedia
 - C. road atlas
 - D. telephone directory

 12. Which of the following could be used to provide directions to a nearby city?
 - A. dictionary
 - B. encyclopedia
 - C. newspaper
 - D. road atlas
-

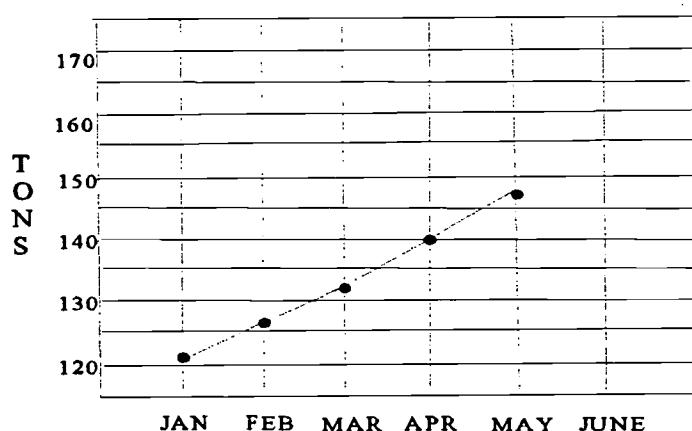


7. A jar contains 10 yellow, 9 brown, 15 blue, and 30 pink beads. If someone reaches into the jar without looking, what is the probability that the person will pull out a brown bead?
- A. $1 / 9$
B. $1 / 64$
C. $9 / 55$
D. $9 / 64$
8. Before an election, a random survey of 100 students was conducted to determine how the candidates were ranked. The results are shown below.

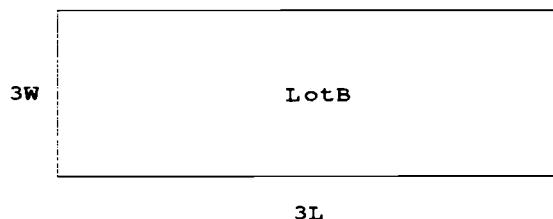
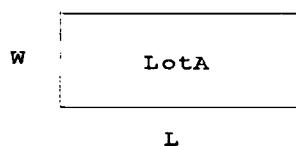
PAT	20
LEE	30
BILLIE	15
UNDECIDED	35

If 600 students are going to vote in the election, based on the above results, how many students would you predict will vote for pat?

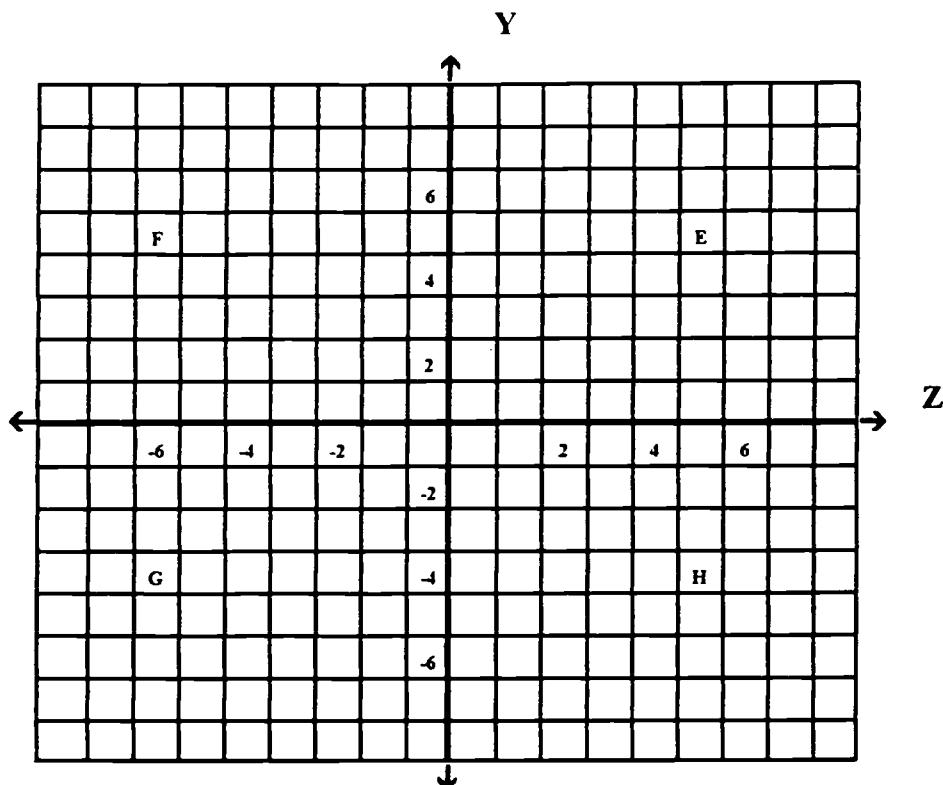
- A. 30
B. 60
C. 120
D. 240
9. This graph shows the number of tons of material recycled in a county each month.



4. Debbie is a server at a restaurant. On an average day she serves 30 tables with an average bill of \$12 per table. If a 15% tip is left at each table, how much does Debbie take home in tips on an average day?
- A. \$34.50
B. \$36.00
C. \$45.00
D. \$54.00
5. A sign in a department store says, "Sale! All automatic cameras are now 25% off!" Marta wants a camera that was originally priced at \$200. She can calculate her savings by multiplying \$200 by which fraction?
- A. $\frac{1}{8}$
B. $\frac{1}{5}$
C. $\frac{1}{4}$
D. $\frac{2}{5}$
6. Richard cuts grass during the summer. He is comparing the areas of rectangular Lots A and B shown below. The length of Lot A is L and the width of Lot A is W. Lot B is 3 times as long and 3 times as wide as Lot A.
The area of Lot B is
- A. 3 times the area of Lot A.
B. 6 times the area of Lot A.
C. 9 times the area of Lot A.
D. 27 times the area of Lot A.



12. A submarine is located at point G. What are the coordinates (x, y) of point G?



13. Solve for q. $q + 50 = 350$

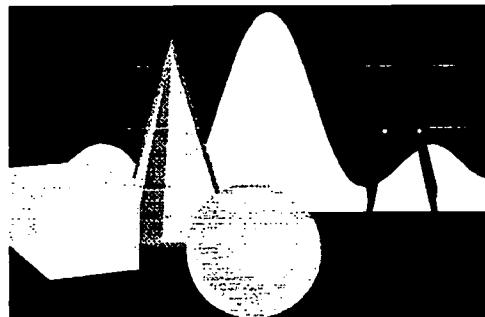
- A. 300
- B. 350
- C. 400
- D. 700

14. Using 15 yards of fabric you can sew 2 suits. From the choices below, select the ratio which would help you find the number of yards needed for 3 suits.

- A. $\frac{15}{2} = \frac{X}{3}$
- B. $\frac{2}{15} = \frac{X}{3}$
- C. $\frac{15}{3} = \frac{X}{2}$
- D. None of the above.

If the present trend continues, what will be the relationship between the amounts recycled in May and June?

- A. More will be recycled in June than in May.
 - B. The same amount will be recycled in June as in May.
 - C. Less will be recycled in June than in May.
 - D. There is not enough information given to determine the relationship.
10. A Realtor is paid \$1,000 for each lot she sells, plus a commission. If R represents the amount of her commission, what is the algebraic expression that shows how much she earns for selling a lot?
- A. $R \div 1,000$
 - B. $R - 1,000$
 - C. $(1,000)R$
 - D. $1,000 + R$
11. Which algebraic sentence means the same as this equation?
 $3X + 7 = 12$
- A. Seven more than three times a number, X .
 - B. Twelve is a number, X , increased by seven multiplied by three.
 - C. Three more than a number, X , increased by seven is twelve.
 - D. Three times a number, X , is nineteen.



APPENDIX C-II

HSCT RESOURCE LIST

HSCT Sample Questions

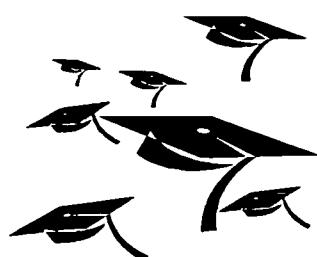
Answer Key

Communications

1. D
2. C
3. A
4. B
5. D
6. A
7. A
8. D
9. C
10. B
11. D
12. D

Mathematics

1. C
2. B
3. B
4. D
5. C
6. C
7. D
8. C
9. A
10. D
11. A
12. C
13. A
14. A



HSCT Mathematics Teachers Guide - "Parallel Alternative Strategies for Students" (PASS)

Bureau of Education for Exceptional Students
Division of Public Schools
FL State Department of Education
Tallahassee, FL 32034
Phone: 1-904-488-1879

Activities to Assist in Teaching the High School Competency Test (HSCT) Mathematics Skills

Florida Statewide Assessment Program
State of Florida
Department of Education
Tallahassee, FL 32034

HSCT Mathematics Instructional Practice Materials

Mathematics - Instructional Curriculum
State of Florida
Department of Education
Tallahassee, FL 32034

Communications

Florida's HSCT: Preparing for the Communications Test

Author: Amy Bunin Kaiman

ISBN# 1-56765-034-1

Approximate Cost - \$7.00

Amsco School Publications, Inc

315 Hudson Street

New York, NY 10013-1085

Phone: 1-800-969-8398

Activities to Assist in Teaching the High School Competency Test (HSCT)

Communications Skills

Florida Statewide Assessment Program

State of Florida

Department of Education

Tallahassee, FL 32034

Mathematics

Advanced Problem Solving for the Florida Math HSCT

Author: Donn Mosenfeldner

ISBN # 0-87694-560-4

Approximate Cost - \$11.00

Educational Design, Inc

345 Hudson Street

New York, NY 10014

Phone: 1-800-221-9372

Competency Mathematics - Preparation for the Florida HSCT

Author: Larry Parsky, Ph.D.

ISBN # 0-87694-549-3

Educational Design, Inc

(This book begins by reviewing basic arithmetic facts. The last portion of this book contains the Advanced Problem Solving book in its entirety, but has no practice exams.)

- ◆ You may be provided a course syllabus for each course you are responsible for teaching. Course syllabi may be available from the program director, from the faculty member you are replacing, or from classroom files for that particular discipline. A course syllabus identifies the specifics of a course and includes but is not limited to the following items: attendance policy, faculty office hours if applicable, name of textbook(s), grading policies, unit outline relating chapters or reading assignments in the textbook for a test or unit, mode of instruction, special assignments, and other special instructions or policies. A sample course syllabus is provided in Appendix D-II at the end of this section. This document should provide useful guidance if you find you are responsible for developing your own syllabi.
- ◆ Expect some courses at some institutions to use the pre- and post-test concept to evaluate student progress. At the discretion of the instructor, a pre-test passing score may be used to give the student credit for the course or as an exemption from parts of the course. A specially designed answer sheet for the pre-test would provide the information necessary to evaluate each unit of the course. A sample pre-test answer sheet appears in Appendix D-III at the end of this section.
- ◆ Teacher editions of textbooks required for courses should be available from the program directors, faculty member you are replacing, or from classroom files for that particular discipline. Other resource materials such as pre-tests, post-tests and final examinations may also be available from the same sources.
- ◆ AHS curriculum guides should be available from the program director. In 1990, Brevard Community College developed several AHS curriculum guides. These curriculum guides contain the following items: an introduction which identifies state performance standards, performance standards sequenced with textbook units or

UNIT V: EDUCATIONAL RESOURCES FOR THE AHS CLASSROOM

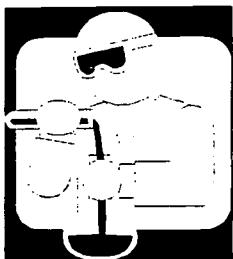
THE LEARNER WILL BE ABLE TO:

- ✓ **Identify teaching materials available from the program director.**
- ✓ **Discuss the use of pre-tests to give students credit for prior knowledge in a particular course.**
- ✓ **Identify the parts of a complete curriculum**
- ✓ **Recognize the components of a science laboratory program for self-paced instruction.**

MATERIALS YOU SHOULD RECEIVE FOR AN AHS COURSE

As an instructor in an Adult High School (AHS) program you may expect to receive certain materials from the program director. The materials you receive will vary from institution to institution and you may need to develop many of the necessary materials yourself. However, the descriptions and examples provided in this unit should help you to make this task manageable.

- ♦ Every program director should have an Official Course Outline available for each course you are responsible for teaching. The Official Course Outline identifies all the skills a student must master in that particular course. A sample Official Course Outline is provided in Appendix D-I at the end of this section.



***SELF-PACED
SCIENCE LABORATORY***

- I. Identify laboratory exercises for each science course that is to be offered as a laboratory science. The laboratory exercises (see Appendix D-V at end of unit) will depend on the types of facilities, materials and equipment available, block of time available, and expertise of laboratory instructors or facilitators. Many such exercises can be obtained from textbook publishers, other science teachers, and possibly from classroom files. Laboratory instructions can be reproduced for student distribution or found in laboratory workbooks. Many laboratory exercises may be appropriate for different science courses and would not need to be repeated if a student registers for two or more of these courses.
- II. Obtain laboratory space for a specified block of time. Two hour blocks usually allow enough time for completing most exercises. Hours per week would depend on the number of students requiring laboratory science courses. The laboratory facility should have student work space, running water, gas, and safety features such as eye wash, emergency shower, first-aid kit, and emergency exits.
- III. Each individual lab can be "prepped" in a separate container such as a plastic dish pan for easy distribution to students. Each dish pan should be stocked with all the materials needed to complete the exercise. These items would also include chemicals; glassware; small, special equipment; and written instructions. Larger pieces of equipment should be available in the general laboratory space.
- IV. Provide each student with a laboratory "Check Sheet" for each laboratory science course. The laboratory check sheet (see Appendix D-V at end of unit) is a list of the

chapters, and recommended teaching materials including textbook(s), pre- and post-tests with answer keys for each unit, final examinations with answer keys, and a student learning guide for each unit. The student learning guides are most useful in a self-paced, individualized program because they outline for the student exactly what needs to be accomplished to learn the material. A sample student learning guide appears in Appendix D-IV at the end of this section. After the materials were developed, Brevard Community College made these materials available to all educational agencies in the State of Florida that have an Adult High School program. However, some schools choose not to obtain these materials. So, check with your program director to see if they are available at your location.

- ◆ If you are a science teacher, you may be faced with a different set of requirements and/or problems. The State of Florida requires two laboratory sciences to satisfy the requirements for graduation. Unless your school has applied for and received a waiver from this requirement, you may be responsible for providing laboratory exercises for several science courses. This is not an easy task with self-paced instruction because students will not progress through the courses at the same rate and will require different laboratory exercises at varying times. Also, you may have stacked classes (multiple simultaneous courses) requiring different laboratory exercises at any given time. However, a program has been designed by Dr. Latha Barnes, an AHS Science Professor at Florida Community College at Jacksonville, that does work successfully in self-paced laboratories. The basic steps for such a program are outlined on the following pages.

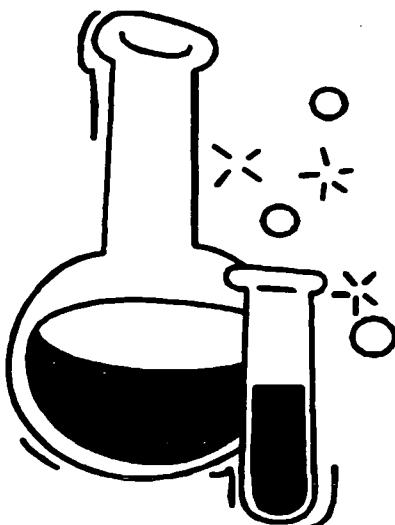
As you will see, a laboratory can be managed with students from several different science courses if careful planning and preparation have been done. The maximum manageable number of students per laboratory instructor is probably fifteen. Your program director, the classroom instructor you are replacing, or classroom files may have information available on organizing and conducting science laboratories.

APPENDIX D-I

OFFICIAL COURSE OUTLINE

laboratory exercises required for a particular laboratory course and can be color coded to help laboratory facilitators or instructors keep track of students in different courses. A set of typical laboratory check sheets is provided at the end of this section. There may be a correlation between classroom work and laboratory exercises. The classroom instructor may want to initial on the laboratory check sheet the exercise(s) the student is ready to attempt.

- V Provide each student with a schedule of available blocks of time the laboratory is open for student occupancy.
- VI. The laboratory facilitator should maintain, as a permanent laboratory record, a color coded copy of a laboratory check sheet for each student attending the lab and initial and date that sheet when a student completes a laboratory exercise. When a student has completed all laboratory exercises for a particular laboratory science course, a copy of the initialed laboratory check sheet should become a part of his records for that course.



COURSE OUTLINE

COURSE PREFIX/NUMBER: AHS 0601 Health I - Life Management Skills

1.0	Self-Awareness, Self-Acceptance and Self-Improvement for Positive Emotional Development	
1.1	Acceptable behavior in our society	(1.01)
1.2	Mental, physical, social and environmental factors affecting self concepts and behavior	(1.02, 1.03)
2.0	Communication	
2.1	Verbal and non-verbal techniques	(2.01)
2.2	Communication techniques and games	(2.02)
3.0	Interpersonal Relationships	
3.1	Attitudes, behaviors and conflicts	(3.01, 3.02, 3.04)
3.2	Social and peer pressure	(3.03)
4.0	Decision-making and Planning Processes	
4.1	Identity problems	(5.01)
4.2	Set goals	(5.03, 5.04, 5.05)
4.3	Standards used in problem resolution	(5.02)
5.0	Physical Fitness	
5.1	Health examination	(6.01)
5.2	Good health benefits	(6.02)
5.3	Lifestyle for wellness, health improvement	(6.05)
5.4	Signs of cancer and other terminal illnesses	(6.03, 6.04)
6.0	Nutrition	
6.1	Importance of a balanced diet	(7.01)
6.2	Good nutrition	(7.02, 7.03, 7.04)
6.3	Energy production	(7.05)
6.4	Food shopping guides	(7.06, 7.07)
6.5	Food protection and preservation	(7.08)
6.6	Selection and calorie requirements	(7.09)
6.7	Signs and symptoms of eating disorders	(7.10, 7.11)
7.0	Time and stress management	
7.1	Techniques of time and stress management	(4.04, 4.05)
7.2	Physical and psychological factors and effects	(4.01, 4.02, 4.03)
7.3	Coping with stress, adversity, depression and anger	(4.06, 4.07)
7.4	Suicide; symptoms and prevention	(4.08, 4.09)
8.0	Drugs	
8.1	Types of drugs	(8.01)
8.2	Drugs usage	(8.02, 8.03)

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

OFFICIAL COURSE OUTLINE

½ CREDIT COURSE Health I - Life Management Skills

COURSE PREFIX/NO.: AHS 0601

PREREQUISITE(S): None

COREQUISITE(S): None

DEPARTMENT OF EDUCATION NUMBER: 0800300

LABORATORY ACTIVITIES: None

GRADUATION REQUIREMENT: Life Management Skills

CREDIT: **.5 (HIGH SCHOOL CREDIT)**

FACULTY WORKLOAD POINTS: 3

MAJOR CONCEPTS/CONTENT:

The purpose of this course is to provide students with opportunities to develop and enhance critical Life Management Skills necessary to make sound decisions and take positive actions for healthy and effective living.

Specific content should include, but not be limited to, positive emotional development, communication, inter-personal and coping skills; responsible decision-making and planning; nutrition and weight management; substance use and misuses, including the hazards of smoking; knowledge and skills needed to be a wise consumer; community resources; personal money management; performance of one-rescuer cardiopulmonary resuscitation (CPR) and first aid for obstructed airway.

CATALOG COURSE DESCRIPTION:

This course is a study of the human body. It also provides the student with the opportunities to develop and enhance critical life management skills necessary to make sound decisions to take positive actions for healthy living.

SUGGESTED TEXT(S)/ISBN#:

Waters, Harmon, Hocker, and Gryczka. Life Management Skills, 2nd Edition, 1994
Kendall/Hunt Publishing Company. ISBN: 0-8403-8119-0

COURSE OUTLINE

SEQUENCED WITH TEXTBOOK CHAPTER/UNIT

COURSE PREFIX/NUMBER: AHS 0601 Health I - Life Management Skills

Waters, Harmon, Hocker, and Gryczka. Life Management Skills, 2nd Edition, 1994.
Kendall/Hunt Publishing Company.

<u>UNIT/CHAPTER</u>	<u>INTENDED OUTCOMES/PERFORMANCE</u>
1 Chapter 1 & 2	1.01, 1.02, 1.03
2 Chapter 2	2.01, 2.02
3 Chapter 3	3.01, 3.02, 3.03, 3.04, 10.01a
4 Chapter 4	5.01, 5.02, 5.03, 5.04, 5.05
5 Chapter 5	6.01, 6.02, 6.05
6 Chapter 5	6.03, 6.04
7 Chapter 6	7.01, 7.02, 7.05, 7.07, 7.08, 7.09
8 Chapter 7	7.03, 7.04, 7.06, 7.10, 7.11
9 Chapter 9	4.01, 4.02, 4.03, 4.04, 4.05, 10.04
10 Chapter 9	4.06, 4.07, 4.08, 4.09
11 Chapter 10	8.01, 8.02
12 Chapter 11	8.03, 8.04, 8.07, 8.08, 8.09, 8.10, 8.11
13 Chapter 12 & Chapter 13	8.05, 8.06, 8.12, 8.13
14 Chapter 14	13.01, 13.02, 13.03, 13.04, 14.01, 14.02, 14.03, 14.04, 14.05
15 Chapter 15	9.01, 9.02, 10.05
16 Chapter 16	9.03, 9.04, 9.05, 10.02a, 10.03
17 CPR Handbook	10.01b, 10.02b, 11.01, 11.02, 12.01, 12.02

COURSE OUTLINE

COURSE PREFIX/NUMBER: AHS 0601 Health I - Life Management Skills

8.3	Effects of drugs	(8.04, 8.05, 8.06, 8.07)
8.4	Factors affecting drug use	(8.09)
8.5	Social and family problems	(8.08, 8.11)
8.6	Economic cost	(8.10)
8.7	Rights of non-users	(8.13)
8.8	Approved and non-approved drugs	(8.12)
9.0	Communicable Diseases	
9.1	Human immunodeficiency virus(HIV)	(13.01, 13.02, 13.03)
9.1.1	Methods of transfer	
9.1.2	Personal safety precautions	
9.1.3	Scope of problem	
9.2	Identify helpful agencies	(13.04)
10.0	Human Sexuality	
10.1	Responsibilities and consequences	(14.01)
10.2	Teenage pregnancy	(14.02)
10.3	Family role	(14.03, 14.04)
10.4	Avoiding teenage pregnancy and sexually transmitted diseases	(14.05)
11.0	Money Management	
11.1	Budget and record keeping	(9.01)
11.2	Consumer information	(9.03, 9.05)
11.3	Sources and kinds of credit	(9.02)
11.4	Advertising, packing appeals and selling techniques	(9.04)
12.0	Health Agencies in the Community	
12.1	Agencies/organizations for health related problems	(10.01, 10.06)
12.2	Agencies/organizations for safety	(10.02, 10.06)
12.3	Agencies/organizations for consumer problems	(10.03, 10.06)
12.4	Agencies/organizations for emotional problems	(10.04, 10.06)
12.5	Agencies/organizations for personal economic problems	(10.05, 10.06)
13.0	Cardiopulmonary Resuscitation (CPR)	
13.1	Identify conditions and situations	(11.01)
13.2	Perform cardiopulmonary resuscitation	(11.02, 11.03)
14.0	First Aid Procedure for Obstructed Airway	
14.1	Identify symptoms	(12.01)
14.2	Simulate techniques	(12.02)

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

COURSE SYLLABUS

AHS 0256 EARTH/SPACE SCIENCE (WITH LAB)

TEXTBOOK(S):

Earth Science Work-a-Text, Globe/Cambridge

COURSE DESCRIPTION: High School Cr. 1

This course provides opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment in space.

MODE OF INSTRUCTION:

This course is designed for an individualized, self-paced mode of instruction. The instructional activities will be developmental and will involve the student's reading the assigned page(s) in textbook, answering assigned questions, and completing supplementary instructional activities assigned at the discretion of the instructor.

EVALUATION:

Florida Community College at Jacksonville Adult Studies Department is required to document students' mastery of course performance standards. The method of determining and documenting students' mastery is the instructor's responsibility. Teacher observations, classroom assignments, and examinations will be used to determine students' mastery of performance standards and final grades.

GRADING SCALE:

A	(94% - 100%)
B	(85% - 93%)
C	(77% - 84%)
D	(70% - 76%)
F	(0% - 69%)

BELOW 70 - REMEDIATE PERFORMANCE STANDARDS

APPENDIX D-II

COURSE SYLLABUS

You may recycle each examination on which you fail to obtain a score of 80. After taking the examination you may recycle according to the following regulations:

1. First recycle, highest possible grade you may obtain is "B" (90).
2. The second and third recycles, the highest possible grade you may obtain is "C" (80).
3. Grade average will be computed by adding all test scores and dividing by the number of tests required to complete the course.

A comprehensive pretest will be given for Earth/Space Science A and Earth/Space Science B. If a passing score is received on any section of a pretest, the student may use that score as their examination grade for the chapter or reading assignment.

LABORATORY:

Earth/Space Science is a laboratory course. Check with instructor for specific laboratory activities. Five points will be added to final grade upon satisfactory completion of laboratory activities.

ASSIGNMENTS:

Students will be given, at the beginning of each chapter or reading assignment, a student learning guide which describes required assignments.

Remember, the only "dumb question" is the one NOT asked.

ROOM: Classroom

INSTRUCTOR:

OFFICE: **PHONE:**

ATTENDANCE: Regular attendance is encouraged in order to complete activities in a timely manner. Please sign-in on the attendance sheet provided.

EVALUATION: Examinations will be given at the end of the following chapters:

Earth/Space Science A

Earth Science Work-A-Text

Test 1 Unit I, Chapter 1, pp. 1-12
Unit I, Chapter 2, pp. 13-26

Test 2 Unit I, Chapter 3, pp. 27-34
Unit I, Chapter 4, pp. 35-46

Test 3 Unit I, Chapter 5, pp. 47-58
Unit I, Chapter 6, pp. 59-68

Test 4 Unit I, Chapter 7, pp. 69-77
Unit II, Chapter 1, pp. 79-88

Test 5 Unit II, Chapter 2, pp. 89-94
Unit II, Chapter 3, pp. 95-104

Test 6 Unit II, Chapter 4, pp. 105-110
Unit II, Chapter 5, pp. 111-118

Test 7 Unit II, Chapter 6, pp. 119-126
Unit II, Chapter 7, pp. 127-131

Final Comprehensive

Earth/Space Science B

Earth Science Work-A-Text

Test 8 Unit III, Chapter 1, pp. 133-140
Unit III, Chapter 2, pp. 141-152

Test 9 Unit III, Chapter 3, pp. 153-158
Unit III, Chapter 4, pp. 159-168

Test 10 Unit III, Chapter 5, pp. 169-182
Unit III, Chapter 6, pp. 183-190

Test 11 Unit III, Chapter 7, pp. 191-197
Unit IV, Chapter 1, pp. 199-208

Test 12 Unit IV, Chapter 2, pp. 209-220
Unit IV, Chapter 3, pp. 221-230

Test 13 Unit IV, Chapter 4, pp. 231-240
Unit IV, Chapter 6, pp. 241-252

Test 14 Unit IV, Chapter 6, pp. 253-264
Holt General Science, 1983,
Holt, Rinehart, Winston
Chapter 11, pp. 268-287
Chapter 22, pp. 563-568
Pages 236-237, 392, 470, 500

Final Comprehensive

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Comprehensive Pretest Answer Sheet

Course: General Science A - 2002310

page 1 of 2

(Unit 1)	(Unit 4)	(Unit 7)
1.	31.	61.
2.	32.	62.
3.	33.	63.
4.	34.	64.
5.	35.	65.
6.	36.	66.
7.	37.	67.
8.	38.	68.
9.	39.	69.
10.	40.	70.

(Unit 2)	(Unit 5)	(Unit 8)
11.	41.	71.
12.	42.	72.
13.	43.	73.
14.	44.	74.
15.	45.	75.
16.	46.	76.
17.	47.	77.
18.	48.	78.
19.	49.	79.
20.	50.	80.

(Unit 3)	(Unit 6)	(Unit 9)
21.	51.	81.
22.	52.	82.
23.	53.	83.
24.	54.	84.
25.	55.	85.
26.	56.	86.
27.	57.	87.
28.	58.	88.
29.	59.	89.
30.	60.	90.

APPENDIX D-III

PRE-TEST

ANSWER KEY

APPENDIX D-IV

STUDENT LEARNING GUIDE #6

Comprehensive Pretest Answer Sheet (Cont'd)

Course: GENERAL SCIENCE A - 2002310

page 2 of 2

(Unit 10)

91.	94.	97.
92.	95.	98.
93.	96.	99.
100.		

100

Learning Experiences

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01- 16.04, and 20.04

Learning Activities	Special Instructions
1. USE <u>Earth Science Work-A-Text</u> , Globe Book Company, 1987.	
2. READ and study Unit 2, Chapter 4, pp. 105-108.	
3. DO Special Assignment I in this learning guide.	3. Check your answers with the Special Assignment I answer key in this learning guide.
4. ANSWER "Fill-in Exercise", "True/False" and "Multiple Choice Exercise", pp. 109-110.	4. Answer questions in your own notebook. Check your answers with the Learning Experiences answer key in this learning guide.
5. READ and study Unit 2, Chapter 5, pp. 111-116.	
6. DO Special Assignment II in this learning guide.	6. Check your answers with the Special Assignment II answer key in this learning guide.
7. (1) Write a paragraph describing the major features of Florida hydrology (aquifers, sinkholes, ground water, salt water intrusion and springs). (2) List the factors that affect Florida's Freshwater systems.	7. Consult materials available in Learning Resource Center. Points will be added to test score for satisfactory completion of each part of assignment. Must be turned in to instructor at time you take the POST-TEST.

FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

Earth/Space Science A

.5 Credits

Course Code: 2001310 - SCIENCE

Student Learning Guide # 6

Pre-Requisites: None

Lab Requirement: None

Performance Standards: Upon completion of this course, the student will be able to:

- 10.01 - describe the formation of a river.
- 10.02 - describe the characteristics of a river in three stages (young, mature, old).
- 10.03 - describe how river systems alter the landscape (deltas, flood plains, alluvial fans, oxbow lakes).
- 11.01 - identify agents of erosion (running water, glacial ice, wind, waves).
- 11.02 - describe the major effects of the agents of erosion on the earth's surface.
- 13.02 - diagram the formation of freshwater features such as water table, springs, ponds, lakes, swamps and marshes.
- 13.03 - describe the major features of Florida hydrology (aquifers, sinkholes, ground water, salt water intrusion and springs).
- 13.04 - explain the effects of lowering the water table and the impact in terms of salt water intrusion and the formation of sinkholes.
- 13.05 - list the factors that affect Florida's freshwater systems.
- 16.01 - identify soil constituents.
- 16.02 - identify the differences among soil types.
- 16.03 - describe the process of soil formation.
- 16.04 - describe the factors of soil erosion or depletion.
- 20.04 - describe the implications of soil management and erosion control.

Introduction: This unit examines a river system, distinguishes soil types and the effects of erosion on the earth's surface, and describes Florida's freshwater system.

Objective:

Conditions - In a test situation, without the use of resources,

Performance - the student will demonstrate a knowledge of rivers, soil, and Florida's freshwater system,

Criterion - with at least 80% accuracy.

Learning Experiences Answer Key

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this key.

CHAPTER 4

Fill-in Exercise

Weathering
mechanical
destructive
two
Mechanical
climate
temperature
minerals
chemical
rainy or humid

True/False

1. constructive
2. mechanical
3. T
4. Exfoliation
5. oxidation
6. mechanical
7. T
8. T
9. hydration
10. high mountain

Multiple Choice Exercise

1. a
2. c
3. c
4. d
5. a
6. a
7. b
8. c
9. d
10. c

Learning Experiences (Cont'd)

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Learning Activities	Special Instructions
<ol style="list-style-type: none"><li data-bbox="258 641 784 794">8. ANSWER "Matching Exercise", "True/False", "Multiple Choice Exercise", and "Application Exercise", pp. 117-118.<li data-bbox="258 835 784 987">9. If you have completed all the assigned activities, take the SELF-CHECK in this learning guide.<li data-bbox="258 1029 784 1127">10. After successfully completing the SELF-CHECK, take the POST-TEST.	<ol style="list-style-type: none"><li data-bbox="885 641 1423 794">8. Answer questoins in your own notebook. Check your answers with the Learning Experiences answer key in this learning guide.<li data-bbox="885 835 1423 954">9. Check your answers with the self-check answer key in this learning guide.<li data-bbox="885 1029 1423 1127">10. Obtain POST-TEST from instructor. Student must pass with 80% accuracy.

Special Assignment II

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01- 16.04, and 20.04

Do NOT write or mark on this guide.

Fill-In Questions For each of the statements or questions below, write in the space provided the word or phrase that best answers the question or completes the statement.

1. Three sources of groundwater are _____, _____, and _____.
2. A rock is called _____ when water readily passes through it. It is called _____ when water has difficulty passing through it.
3. Caverns, natural bridges and _____ are the result of the _____ activity of groundwater. Stalactites and stalagmites are the result of the _____ activity of ground water.
4. Three minerals deposited by groundwater are _____, _____, and _____.
5. The four factors determining the rate at which a stream erodes are _____, _____, _____, and _____.
6. Streams that are found in mountains and that move very fast are _____. A broad U-shaped valley is characteristic of a stream that is _____. In its _____ stage a river flows over level land.
7. Groundwater seepage is greater after a _____ and _____ rain.
8. Vegetation _____ the running off of water.
9. The more gentle the _____, the more water is absorbed by underlying rock.
10. Sand is a _____ and _____ kind of material.
11. An opening from the surface into a cavern is called a _____.
12. When groundwater _____ it deposits the minerals it was carrying in solution.
13. Calcite left by water dripping from the roof of a cavern forms _____.
14. The rate at which a stream erodes its bed depends on its _____, _____, _____, and the nature of the _____.
15. If the bed of a stream is full of rocks the velocity of the stream is _____.
16. An increase in a stream's speed gives it _____ carrying power.

Special Assignment I Answer Key

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this key.

1. constructional crust destructive
2. mechanical chemical
3. dry
4. temperature changes
frost action
exfoliation
living things
5. oxidation hydration carbonation acid action
6. humid
7. oxidation
8. hydration
9. carbon dioxide
10. Caverns
11. constructive
12. chemical
13. frost action
14. pressure
15. sandstone
16. acids
17. pressure roots
18. oxygen

Special Assignment I

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this guide.

Fill-In Questions For each of the statements or questions below, write in the space provided the word or phrase that best answers the question or completes the statement.

1. Processes that are _____ build up the earth's _____, and processes that are _____ wear it down.
2. The two kinds of weathering are _____ and _____.
3. Mechanical weathering is most effective in a _____ climate.
4. Four causes of mechanical weathering are _____, _____, _____, and _____.
5. Four processes of chemical weathering are _____, _____, _____, and _____.
6. Chemical weathering is most effective in a _____ region.
7. Red rust is a product of _____.
8. Brown rust is a product of _____.
9. When _____ is dissolved in water, carbonic acid is formed.
10. _____ form as a result of a process of chemical weathering called carbonation.
11. Forces which cause the building up of land forms are called _____ forces.
12. The breaking down of rocks in which decomposition takes place is called _____ weathering.
13. The Old Man of the Mountains in New Hampshire was formed by a type of mechanical weathering called _____.
14. Granite may peel in layers due to a release in _____.
15. A rock which is easily weathered by frost action because it is so porous is _____.
16. The decay of living things and organic wastes forms _____ which weather rocks.
17. Rocks may be split as a result of the _____ exerted by _____ of plants.
18. Many soils are red in color because of the action of _____ on iron-rich minerals.

Learning Experiences Answer Key (Cont'd)

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this key.

CHAPTER 5

Matching Exercise

1. a
2. l
3. d
4. j
5. h
6. b
7. I
8. f
9. e
10. c
11. k
12. m
13. g
14. o
15. n

True/False

1. young river
2. Stalagmites
3. pillars or columns
4. T
5. T
6. permeable
7. T
8. piedmont alluvial plain
9. into
10. T

Multiple Choice Exercise

1. b
2. c
3. d
4. d
5. a
6. d
7. a
8. d
9. b
10. a

Application Exercise

1. young
2. old
3. mature
4. young
5. mature
6. mature
7. mature
8. young
9. old
10. mature

Self-Check

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this guide.

Directions: Write answers in your notebook or on paper provided by instructor. Grade the self-check yourself with the key provided. Correct any incorrect answers.

Matching

- | | | | |
|-----|-------------------------------------|----|---------------------------------|
| 1. | chemical weathering that can be | a. | chemical caused by industrial |
| 2. | a type of weathering most effective | b. | pollution |
| 3. | a type of weathering most effective | b. | exfoliation |
| 4. | formed as a result of oxidation | b. | exfoliation |
| 5. | formed by carbonic acid | c. | meander in dry weather |
| 6. | an agent of chemical weathering | d. | source |
| 7. | formed as a result of hydration | e. | humid and rainy in wet climates |
| 8. | onion-like peeling of rocks | f. | regions |
| 9. | hasten chemical weathering | f. | mechanical |
| 10. | the main work of erosion | g. | rapids and waterfalls |
| 11. | approached by old age streams | h. | transporting |
| 12. | associated with youthful streams | i. | red rust |
| 13. | minerals carried by streams | j. | mouth |
| 14. | usually greater with greater | k. | carbonic acid |
| | velocity | l. | limestone caverns |
| 15. | wide curved river course | m. | acid action |
| 16. | where stream ends | n. | volume |
| 17. | collection of excess flood water | o. | brown rust |
| 18. | where stream starts | p. | base level |
| | | q. | back swamp |
| | | r. | sediment load |

Special Assignment II Answer Key

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this key.

1. rain volcanic steam trapped seawater
2. permeable impermeable
3. sinkholes destructive constructive
4. travertine geyserite alkali deposits
5. velocity volume sediment load bed composition
6. young mature old
7. long steady
8. slows down
9. ground slope
10. permeable porous
11. sinkhole
12. evaporates
13. stalactites
14. velocity volume sediment load bed
15. decreased
16. greater

APPENDIX D-V

LAB EXERCISES
LAB CHECK SHEETS

Self-Check Answer Key

Course: Earth/Space Science A - 2001310

Performance Stds.: 10.01-10.03, 11.01-11.02, 13.02-13.05, 16.01-16.04, and 20.04

Do NOT write or mark on this key.

1. m
2. f
3. a
4. I
5. l
6. k

7. o
8. b
9. e
10. h
11. p
12. g

13. r
14. n
15. c
16. j
17. q
18. d

METRIC MEASUREMENTS

In the determination of volume it will be necessary for you to use a graduated cylinder. Notice that a graduated cylinder is divided and graduated in milliliters. If the graduated cylinder is not graduated in milliliters, make sure you know the graduation units before continuing the exercise. If you fill the graduated cylinder with water you will notice that the water level takes a curved shape. This curved portion of the liquid is called the meniscus. The volume is read from the bottom of the meniscus. Make sure you know how to read the volume of the cylinder properly before continuing the exercise. If you have difficulty, ask your instructor for assistance.

The exact volume of the container can be determined in two ways.

First, the exact measurements of the container can be taken, and from this the volume of the container is derived. For example, if a box is 10 cm long, 5 cm wide, and 5 cm high, its volume would be 250 cc or 250 ml ($L \times W \times H = 10 \text{ cm} \times 5 \text{ cm} \times 5 \text{ cm}$). The same method may be used for determining the volume of a cylinder since the volume of a cylinder = $\pi r^2 h$ ($\pi = 3.14$).

Measure the two objects provided and determine their volume by direct measurement.

Object 1: $L = \underline{\hspace{2cm}}$ cm
 $W = \underline{\hspace{2cm}}$ cm
 $H = \underline{\hspace{2cm}}$ cm
 $V = L \times W \times H = \underline{\hspace{2cm}}$ cm³

(cc)

Object 2: $r = \underline{\hspace{2cm}}$ cm
 $h = \underline{\hspace{2cm}}$ cm
 $V = \pi r^2 h = \underline{\hspace{2cm}}$ cm³

A second method of determining the volume of a container is by the water method. This involves filling the container with water and then determining the volume of liquid with a graduated cylinder. Measure the volume of the three objects provided and record your results in the space provided on the following report form.

Object 1: $\underline{\hspace{2cm}}$ ml
Object 2: $\underline{\hspace{2cm}}$ ml
Object 3: $\underline{\hspace{2cm}}$ ml

Lab 1 METRIC MEASUREMENTS

One of the most important skills that a person involved with science needs to master is that of measurement. The purpose of this exercise is to acquaint you with the metric system and to assist you in developing the skill of measurement. In this exercise we will be working with three types of measurement: mass, length, and volume. In each case you will make a measurement of several objects.

Linear Measure

In the metric system the common unit of linear measure are the centimeter (1/100 of a meter), the meter, and the kilometer (1000 meters). We are most familiar with the inch, foot, yard, and mile. First we need to establish some relationship between the two systems. Using a metric ruler or the information provided in class, determine the number of centimeters in an inch and the number of centimeters in a yard.

1 inch	=	2.54	cm
1 yard	=	91.44	cm
1 cm	=	.3937	inches
1 meter	=	39.37	inches

After determining the above relationship, measure the three identified objects and record the exact length of each on the following report form:

Object 1: _____ cm
 Object 2: _____ cm
 Object 3: _____ m

Volumetric Measure

You will perform the same type of operations concerning volumetric measure that you did with linear measure. The unit of volume that you should use is the cubic centimeter which is basically equivalent to the milliliter. The common unit of measure in the English system is the quart. From information provided in class, determine the relationship between a quart and a liter (1000 ml).

1 quart	=	0.946	liter	=	946	ml
1 liter	=	1.07	quarts			

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FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE

BIOLOGY I
Lab Check Sheet

Name _____ **Campus** _____

Social Security Number _____

Date Completed

Lab 1

Metric Measurements _____

Lab 2

The Microscope _____

Lab 3

An Investigation Using the Microscope _____

Lab 4

Observing Living Things with the Microscope _____

Lab 5

Leaf Identification _____

Lab 6

Why is Digestion Necessary? _____

Lab 7

**Is Light Necessary for the Production
of Food in Green Plant Cells?** _____

Lab 8

Written Report _____

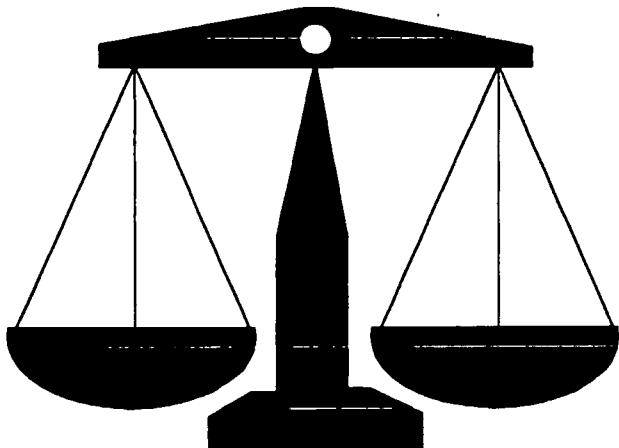
Mass Measure

The unit of mass in the metric system is the gram. We are acquainted with the pound which is the unit of mass in the English system. We need to establish a relationship between the two systems. Using the information provided in class, determine the number of grams in a pound and from this the number of pounds in a kilogram (1,000 grams).

$$\begin{array}{lcl} 1 \text{ pound} & = & 453.6 \text{ grams} \\ 1 \text{ kilogram} & = & 2.205 \text{ pounds} \end{array}$$

Measure the mass of the three objects provided and record the results in the space provided on the following report form.

Object 1: _____ grams
Object 2: _____ grams
Object 3: _____ grams



CHEMISTRY

Lab Check Sheet

NAME _____ **CAMPUS** _____

SOCIAL SECURITY # _____

Date Completed

Pre-Lab
Laboratory Safety _____

Lab 1
Metric Measurements _____

Lab 2
Chemical and Physical
Changes in Matter _____

Lab 3
Introduction to Quantitative
Measurement: Density and
Specific Gravity _____

Lab 4
Conservation of Mass _____

Lab 5
Composition of _____

Lab 6
Exchange (Replacement)
Reactions _____

Lab 7
Copper-Silver Nitrate Reaction _____

Lab 8
Mass and Mole Relationships in
A Chemical Reaction _____

Lab 9
What Charles' Law "Boyles"
Down To _____

Lab 10
Aspirin / Acid-Base Titration _____

EARTH SCIENCE

Lab Check Sheet

NAME _____ CAMPUS _____

SOCIAL SECURITY # _____

Date Completed

Pre-Lab
Laboratory Safety _____

Lab 1
Metric Measurements _____

Lab 2
Identifying Igneous Rocks _____

Lab 3
Identifying Sedimentary Rocks _____

Lab 4
Identifying Metamorphic Rocks _____

Lab 5
Testing Minerals for Hardness _____

Lab 6
Testing Minerals for Streak _____

Lab 7
Testing Minerals for Specific Gravity _____

Lab 8
Contour of Ocean Floor _____

Lab 9
Observing Convection Currents _____

Lab 10
Investigating the Unequal Heating and
Cooling of Land and Water Surfaces _____

Lab 11
Reading Weather Map _____

Lab 12
Weather Elements: Outdoor
"Guesstimation" _____

Lab 13
Observation of Phases of Moon _____

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GENERAL SCIENCE

Lab Check Sheet

NAME _____ CAMPUS _____

SOCIAL SECURITY # _____

Date Completed

Pre-Lab
Laboratory Safety _____

Lab 1
Metric Measurements _____

Lab 2
Observation of Phases of
the Moon _____

Lab 3
Identifying Igneous Rocks _____

Lab 4
Identifying Sedimentary Rocks _____

Lab 5
Identifying Metamorphic Rocks _____

Lab 6
Contour of the Ocean Floor _____

Lab 7
Investigating the Unequal
Heating and Cooling of
Land and Water Surfaces _____

Lab 8
Reading Weather Maps _____

Lab 9
Identifying Acids and _____

Lab 10
Molecular Structure _____

Lab 11
Use a Thermocouple to
Produce Electricity _____

Lab 12
Why is Digestion Necessary? _____

Lab 13
Is Light Necessary for the
Production of Food in
Green Plant Cells? _____

PHYSICAL SCIENCE

Lab Check Sheet

NAME _____ CAMPUS _____

SOCIAL SECURITY# _____

Date Completed

Pre-Lab

Laboratory Safety _____

Lab 1

Metric Measurements _____

Lab 2

Introduction to Quantitative _____

Lab 3

Graphing Measurements of Blocks _____

Lab 4

Does an Object Lose Mass or Weight
When Submerged in Water? _____

Lab 5

Using an Inclined Plane _____

Lab 6

Speed and Acceleration _____

Lab 7

Kinetic Energy _____

Lab 8

Constructing a Time/Temperature Graph _____

Lab 9

Molecular Structure _____

Lab 10

Solubility _____

Lab 11

Double Replacement Reactions _____

Lab 12

Identifying Acids and Bases _____

Lab 13

Absorption of Radiant Energy _____

APPENDIX

PRE-TEST ANSWER KEY

POST-TEST ANSWER KEY

INSTRUCTOR SELF-EVALUATION

STUDENT EVALUATION

ENVIRONMENTAL SCIENCE

Lab Check Sheet

NAME _____ CAMPUS _____

SOCIAL SECURITY # _____

Date Completed

Pre-Lab

Laboratory Safety _____

Lab 1

Metric Measurements _____

Lab 2

Measurement of Biomass _____

Lab 3

The Human Population _____

Lab 4

How Soil Is Formed _____

Lab 5

Building A Heat Exchanger _____

Lab 6

How Clean Is The Air? _____

Lab 7

Acids and Bases in Water _____

Lab 8

Testing Rain Water for pH _____

Lab 9

Dissolved Solids in Water _____

Lab 10

Chemical Pollution of Water _____

Lab 11

Water Purification with
Activated Carbon _____

POST-TEST

ANSWER KEY

1. b
2. c
3. b
4. d
5. b
6. c
7. d
8. a
9. b
10. a
11. a
12. d
13. b
14. c
15. d
16. b
17. a
18. f
19. b
20. b

PRE-TEST

ANSWEY KEY

1. b
2. d
3. a
4. a
5. c
6. d
7. a
8. c
9. b
10. b
11. b
12. a
13. b
14. b
15. c
16. a
17. c
18. f
19. b
20. b

-
- | | | | | | |
|--|---|---|---|---|---|
| 10. understand how to develop an effective course outline. | 1 | 2 | 3 | 4 | 5 |
| 11. understand the importance of conveying to students what is expected of them. | 1 | 2 | 3 | 4 | 5 |
| 12. have developed an understanding of teaching in a self-paced program. | 1 | 2 | 3 | 4 | 5 |
| 13. can describe the purpose of the High School Competency Test (HSCT). | 1 | 2 | 3 | 4 | 5 |
| 14. can identify the four months of the year when the HSCT is given. | 1 | 2 | 3 | 4 | 5 |
| 15. can identify skill areas which are covered on the HSCT. | 1 | 2 | 3 | 4 | 5 |
| 16. can identify supplemental HSCT communications and mathematics skills teaching resources. | 1 | 2 | 3 | 4 | 5 |
| 17. can identify teaching materials which are available from the program director. | 1 | 2 | 3 | 4 | 5 |
| 18. use pre-tests to give students credit for prior knowledge in a particular course. | 1 | 2 | 3 | 4 | 5 |
| 19. can identify the parts of a complete curriculum guide. | 1 | 2 | 3 | 4 | 5 |
| 20. can recognize the components of a science laboratory program for self-paced instruction. | 1 | 2 | 3 | 4 | 5 |

Please respond to the following statements:

1. At the workshop, **BASICS FOR SUCCESSFUL AHS INSTRUCTION: WORKING WITH ADULTS**, I found that the material most relevant to my classroom work was the information on:

INSTRUCTOR SELF-EVALUATION

Please use the following scale to respond to each statement.

- 5 - Strongly agree**
- 4 - Agree**
- 3 - Neither agree nor disagree**
- 2 - Disagree**
- 1 - Strongly disagree**

Circle the corresponding number of your choice next to each statement.
Add any comments you wish at the end of the evaluation.

As a result of the workshop, ***BASICS FOR SUCCESSFUL AHS INSTRUCTION:
WORKING WITH ADULTS***, I:

- | | |
|--|-----------------------|
| 1. can identify the AHS diploma requirements. | 1 2 3 4 5 |
| 2. can define a status A, B, and C student. | 1 2 3 4 5 |
| 3. understand that the AHS curriculum is based on
State-mandated intended outcomes that form
the curriculum framework. | 1 2 3 4 5 |
| 4. can explain the AHS grading system. | 1 2 3 4 5 |
| 5. understand how to meet the course content, record
keeping, and accountability requirements of the
AHS classroom. | 1 2 3 4 5 |
| 6. am prepared to help students make the transition
from public school to adult high school. | 1 2 3 4 5 |
| 7. know how to inspire students to succeed. | 1 2 3 4 5 |
| 8. recognize the need for consistency. | 1 2 3 4 5 |
| 9. developed an understanding of adequate record keeping. | 1 2 3 4 5 |

STUDENT EVALUATION

Please answer the following questions about your instructor in this class. The evaluation will not affect your teacher's job in any way because we will not know who your teacher is. You should be very honest in rating your instructor.

DIRECTIONS:

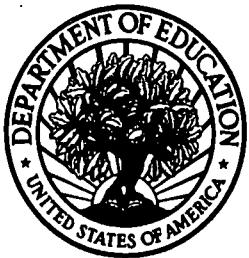
Please use the following scale to rate your instructor: 5 = STRONGLY AGREE
(Circle the number that matches your opinion.) 4 = AGREE
 3 = DON'T KNOW
 2 = DISAGREE
 1 = STRONGLY DISAGREE

- | | |
|---|-----------------------|
| 1. My instructor explained what was expected of me in class. | 5 4 3 2 1 |
| 2. My instructor presents the subject matter in a way that I can easily understand. | 5 4 3 2 1 |
| 3. My instructor understands me and how I learn. | 5 4 3 2 1 |
| 4. My instructor is open to questions or comments from students. | 5 4 3 2 1 |
| 5. My instructor makes time to work directly with me when I need it. | 5 4 3 2 1 |
| 6. My instructor helps me find extra materials or learning activities when I have problems learning from the regular classroom materials. | 5 4 3 2 1 |
| 7. My instructor provides feedback on all my work quickly enough to benefit me. | 5 4 3 2 1 |
| 8. My instructor seems to respect me as a person. | 5 4 3 2 1 |
| 9. My instructor encourages me to succeed. | 5 4 3 2 1 |
| 10. I would recommend this instructor to another student. | 5 4 3 2 1 |

COMMENTS:

-
2. Because I understand the AHS program more clearly, I find that I am:

3. Additional comments:



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